STEPS IN ENGLISH

BOOK ONE

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If my name you can't find
Shut this book and
never mind. on page 10

STEPS IN ENGLISH

BOOK ONE

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STEPS IN ENGLISH, ONE.

W. P. 32

PLAN AND PURPOSE.

THIS volume consists of work for the 3rd, 4th, and 5th years of the child's school life, — one exercise for each school day. These exercises may, of course, be taken in larger or smaller groups, at the discretion of the teacher. Each year has :

Ten weeks' Observation Lessons.
Ten weeks' Study of Pictures.
Ten weeks' Study of Stories and Poems.
Five weeks' Study of Notes and Letters.

Each week's work contains four daily exercises in composition and one in elementary grammar.

The authors are indebted to the late Dr. E. E. White for the suggestion of this grouping, his idea being to keep the child on one line of work until a good degree of proficiency is attained.

Composition deals with the creative and the constructive faculties ; grammar with the analytic.

The most effective school work in composition is done by inciting pupils to speak and to write with the utmost freedom, without hampering them in the beginning with rules. When a satisfactory degree of ease and proficiency is attained, grammatical exercises may be introduced with profit. The composition exercises given are not intended to teach reading, natural history, or spelling, but if possible to induce the pupil to say or to write something.

The Observation Lessons are intended to suggest, for

oral and written work, subjects with which the child is already somewhat familiar. It is not expected that each child will answer every question.

All children may not be familiar with each subject. The teacher may, of course, substitute other suitable subjects.

The Pictures used are such as will suggest stories of interest to children, and about which they will talk or write freely.

The Stories and Poems have the additional object of leading the pupils to appreciate some of the best things in children's literature.

The grammar lessons are arranged as follows:

1st Year. The Mechanics of Writing, — capitals, punctuation, etc.

2nd Year. The Sentence, — its subject and predicate; modifiers; kinds of sentences.

3rd Year. The Parts of Speech, and, in simple inductive form, the office of each.

The grammar is elementary throughout, but is complete enough to furnish the child leaving school early with a fair practical knowledge of English.

In order that the children may attain some proficiency in the easier oral forms before undertaking the more difficult written expression, a constant effort has been made to keep the oral work well in advance of the written exercises.

The selections from the writings of John Burroughs, James T. Fields, and Henry W. Longfellow are used by permission of and by special arrangement with Houghton, Mifflin & Co., the authorized publishers of their works. Thanks are also due to all other authors and publishers from whose works selections have been made.

SUGGESTIONS TO TEACHERS.

THE authors believe that facility in the expression of thought can be acquired only by persistent practice under wise guidance.

They have endeavored to supply suitable material for practice and to give frequent suggestions for guidance; but no text-book can give the special instruction needed in individual cases.

The Observation Lessons are intended to be suggestive. The best results can be attained from their use only *when the object under consideration is before the class.* If possible bring the real object into the schoolroom; if not, use pictures.

Do not hesitate to change the order of lessons, or to substitute other objects of thought if circumstances render it advisable. Location in the North or the South, in the city or the country, may suggest objects of greater interest to the class. These should, of course, be used freely.

The work of the teacher is to *awaken* thought, to *encourage* it, and to *lead* to its correct expression.

It must be constantly borne in mind by the teacher that the questions in the various exercises are intended to bring out material for oral and written expression rather than to call forth information.

Accept *kindly* and commend *heartily* every honest and independent effort, however crude.

It is of the utmost importance that correct forms of expression should be made familiar both to the *eye* and to the *ear.*

As an aid to this it is suggested that the following or similar tables be kept on the blackboard, or in some other prominent place in view of the pupils.

A few minutes should be given daily to these exercises, both in concert and individually :

No. 1.

Is it I? Yes, it is I.
Is it he? Yes, it is he.
Is it she? No, it is not she.
Is it we? Yes, it is we.
Is it they? No, it is not they.

When the pupils have become familiar with the above, use *was it I*, etc.

No. 2.

If I were you
If I were he
If I were she
} I should go.

No. 3.

If you were I
If you were he
If you were she
If you were we
If you were they
} what should you do?

No. 4.

If I were you
If I were he
If I were she
} I should not go.

No. 5.

If you were we
If you were he
If you were she
If you were they
} you would act differently.

Are you taller than I? Yes, I am taller than you are.
Are you taller than he? No, he is taller than I am.
Are you taller than she? Yes, I am taller than she is.
Are you taller than we? No, I am not so tall as you.
Are you taller than they? No, I am not so tall as they.

Use in a similar manner *older*, *younger*, *colder*, *more hopeful*, etc.

No. 6.

I see / I have seen / I saw } James.

I had seen / I shall see / I shall have seen } James.

Use *do*, *eat*, *speak*, *know*, *write*, *ring*, *begin*, etc., in the same manner. When the verb is transitive use *him*, *John*, *it*, or some other suitable object; as, *I did the work. I have done the work.*

No. 7.

Emphasize *write* (showing simple futurity or expectation):

I shall **write.**
You will **write.**
He will **write.**
We shall **write.**
You will **write.**
They will **write.**

No. 8.

Emphasize *shall* and *will* (showing determination):

I **will** write.
You **shall** write.
He **shall** write.
We **will** write.
You **shall** write.
They **shall** write.

No. 9.

Isn't he foolish? He isn't foolish.
Isn't she pretty? She isn't pretty.
Isn't it a cold day? It isn't a cold day.

This exercise is to guard against the use of *ain't*. Use other similar questions and answers.

No. 10.

He and I are going.
You and he are to go.

This exercise is to guard against the use of the objective form of the pronoun as the subject of the verb

No. 11.

The book is for you and me.
Father sent for John and me.
The choice is between you and me.
The secret is between James and me.

This exercise is to guard against (1) the use of the nominative form *I* after a preposition, and (2) the wrong order of the pronouns (me and you, etc.).

No. 12.

Doesn't he look well? He doesn't look well.

Use many similar expressions to guard against the plural form *don't* with a singular subject.

For a suggested method of marking compositions for correction, see page 237.

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PART I.

THE MECHANICS OF WRITING

OBSERVATION.

1. SELF.

I. Here is James Watson's description of himself:

My full name is James Robert Watson. I am ten years old. My height is four feet. I weigh sixty pounds. My hair is black and so are my eyes. I enjoy playing ball more than any other game. It is good exercise, and I often make a home run. I have several schoolmates who play with me on Saturday afternoons. I like to read books that tell about hunting, fishing, and Indian wars. I attend the Euclid Avenue public school, and I hope to enter the High School later on.

I like music, and once a week I take a lesson on the violin, which is my favorite instrument.

I have two white rabbits for pets, and I also have a nice dog, Carlo. He is very lively and we often run races, but he always beats me.

My father, Dr. William Watson, believes that boys ought to make themselves useful; and so I have plenty of work. I take care of his horse, run errands, and do whatever else I am told. I am going to be a doctor when I am a man.

If you examine James's description, you will see that he has spoken of the following points: His name, age, height, favorite game, reason for liking it, with whom he plays it, favorite books, school, favorite instrument, pets, work, aim in life.

II. Give an account of yourself, using the same or a similar outline.

III. Write a similar description of a friend, adding any interesting facts not mentioned in the outline.

NOTE TO TEACHER. — From the beginning children should be taught to hand in all written work arranged neatly and uniformly. As a rule the following points should be observed (see pp. 237–240):

The pupil's name should be written in the same place, preferably at the top of the page to the right.

Most written work should have a title. This should be written in the middle of the page an inch or two from the top, and should be underscored with three lines.

A margin of half an inch or more should be left on each side.

The first line of each paragraph should begin about half an inch from the margin.

The importance of a neat, clean manuscript should be emphasized.

Manuscripts should be preserved for the purpose of occasional reference and comparison, in order to note improvement. In some schools typical manuscripts from each pupil are kept from year to year.

IV. Tell of any pets you have; if you have none, tell of one you would like to have. Tell why you wish it, and of some interesting things you have seen such pets do.

THE SENTENCE.

V. Examine the following:

1. *My height is four feet.*
2. *I enjoy playing ball more than any other game.*
3. *I am going to be a doctor when I am a man.*

What was James obliged to do before he could tell these things? (To think.)

From what do we know his thought? (From the words he used.)

The words that state a thought are called a *Sentence.*

With what kind of letter does each of these sentences begin?

Complete the following rule:

Every sentence should begin with a _____ letter.

Use each of the following words in a sentence:

James, man, play, pets, Carlo, fun, work, errands, school, hunting.

2. THE FAMILY.

I. What is meant by the word *family?* Tell several things a father can do for his family when he is not at home. What can he do at home to make his family happy? What can a mother do for the family?

What should a boy do to make the other members of the family happy? Tell how a girl can make home pleasant. Tell how the children should act towards the parents. Tell how they should act towards one another. What can Grandpa and Grandma do to make the others happy?

II. Give an account of a pleasant evening spent at home with the family. Tell who were present, what was done, why you thought it pleasant, and how you feel as you recall the evening.

III. Write an account of what you did on a certain day last week. Tell where you went, who went with you, what you saw and heard, and what was done.

IV. Give an account of the work of a mother for an entire day.

DECLARATIVE SENTENCES.

V. In writing the exercises in this section you have used sentences that have told about something.

A sentence that tells about something is called a *Declarative Sentence.* It should end with a period.

Write five declarative sentences, each stating something about the family.

3. THE HOME.

I. Name several things usually eaten for breakfast. Tell how two of them are secured and prepared. Mention some articles of clothing, and give an account of how one of them is made. What other things are used at home? What fuel do you use? Tell all you can about it. How do you get water? Where do you live? In what kind of house do you live? Describe its material, size, shape, surroundings, neighborhood. What did the stone-mason or bricklayer do toward building the house? The carpenter? The plumber? Any other workman?

II. Write a short account of some article of food, as corn, telling how and where it grows, how it is cultivated, how it is harvested, in what form it comes to your house, what is then done with it, and how it is served.

III. Tell how a house is built: about digging the cellar, about the foundation, the walls, the roof, and the plastering.

IV. Notice the capital letters, the spelling, and the punctuation in the following stanza, and then write it from dictation:

'Mid pleasures and palaces
Though we may roam,
Be it ever so humble,
There's no place like home.

A charm from the skies
  Seems to hallow us there,
Which, sought through the world,
  Is ne'er met with elsewhere.
Home, home! Sweet, sweet home!
  Be it ever so humble,
There's no place like home.

IMPERATIVE SENTENCES.

V. Note the following:

1. *Love your home, boys and girls.*
2. *John, tell how a house is built.*
3. *Give us this day our daily bread.*

Which of the above sentences may be either commands or requests? Which is only a request?

A sentence that is a command or a request is called an *Imperative Sentence.* It should end with a period.

Tell John, in writing, to shut the door; to bring you a book; to study his lesson.

Write five imperative sentences, making requests to have something done to render home pleasant.

4. THE LITTLE BREAD-MAKER.

I. On what day does your mother bake bread? Do you watch her? How do you help her? Does

she ever call you and send you for yeast? Where do you go for it? How much money does she give you? Tell just what she does with the yeast. While you are sleeping at night what is the yeast, covered up in its bed of flour, doing? Tell everything your mother does with the yeast and flour until she sets the dough in pans to rise. Where does she set it? What makes it rise? What is next done with it? How long does it bake? Tell the shape and color of the loaves.

II. Answer the foregoing questions in writing.

III. Write a connected account of the making of a loaf of bread. If you can, tell how the wheat is grown and what is done with it to make flour.

IV. Write about different kinds of bread or cake, telling how they differ in form, color, taste, material, cost, etc.

INTERROGATIVE SENTENCES.

V. Examine these sentences:

Mary, on what day does your mother bake?
Do you watch her bake, John?
Are you going for yeast now, Henry?

With what mark does each of these sentences end? (Interrogation point.)

A sentence that is a direct question is called an *Interrogative Sentence*. It should end with an interrogation point.

Write questions beginning with each of the following words:

Are, is, did, will, when, where, why, how, can, may, must, should.

Point out the interrogative sentences in the first exercise of "The Little Bread-maker."

5. THE DOG.

I. What kind of dog do you like? What kind of coat has he? What kind of ears? How can you tell when he is angry? When he is pleased? Give incidents showing his playfulness; his gentleness; his affection; his courage; his watchfulness.

II. Tell why your dog likes you and why you like him. Tell of his habits and of his food. Tell anything else of interest about him.

III. Write a description of a dog, telling his

height, his length, his color, his weight, his age, his value, how you play with him, etc., etc.

IV. Write a story about a dog. Tell how he carried a package, went for help, or brought the cows. Make up a story, or tell one that you have heard or read.

YES AND *NO.*

V. Notice the answers to the following question:

John, do you like dogs?
- *Yes.*
- *No.*
- *Yes, if they are not cross.*
- *No, I do not like dogs.*

***Yes* and *No* when used alone as answers to questions should begin with capitals, and should usually each be followed by a period.**

When used with other words they are usually followed by a comma.

Write *yes* or *no* in answer to each of the following questions:

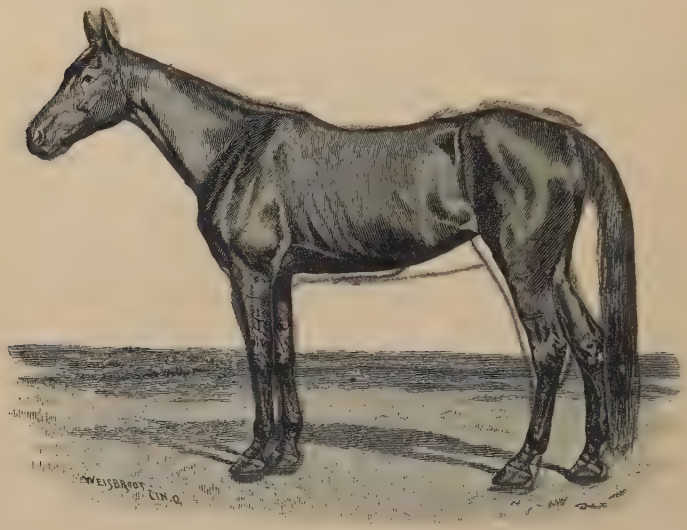
John, have you studied your lessons?
Mary, do you know what time it is?

Use *yes* or *no* with other words in answer to the same questions.

Write five original questions. Answer them with *yes* or *no* used with other words.

6. THE HORSE.

I. What kind of ears has a horse? What kind of nostrils? Coat? What difference is there between the



horse's feet and the dog's? What kind of shoes does the horse wear? Why? Of what use is his tail? Tell anything else you can about him.

II. Write about the uses of the horse. How does he help the farmer? How does he help us travel? In what ways does a horse give us pleasure? Write an account of a ride you had either on horseback or in a carriage.

III. Write a description of a horse, telling of his size, color, number and kind of feet, mane, tail, etc.

IV. Write a brief story about a horse.

REVIEW.

V. What is a sentence? What is a declarative sentence? Give an example of each. What is an imperative sentence? Give an example. An interrogative sentence? Give an example. How should every sentence begin? How should declarative and imperative sentences end? Make a sentence of each kind about *home*, *father*, *mother*, *boy*.

How should *yes* and *no* be written when used as answers to questions?

7. THE APPLE.

I. Here is a rosy-cheeked apple. Where did it come from? Where did the storekeeper get it? Where did the farmer get it? Touch the apple. How does the skin feel? Is it rain proof? Does it feel like the skin of the peach? What is the difference? How does it taste? What did you see on the apple tree last spring? What is the color of apple blossoms? Why should you not pull them? Try to draw an

apple blossom or a cluster. What became of the pretty pink petals? What is on the end of the stem after the petals come off? Tell about the different colors of apples. What colors them?

II. What is the color of the little apples at first? Cut your apple, dividing it into halves. What do you see? How many? What color? How are they kept in place? What will they do if you plant them? What is the color of the seeds in an unripe apple? What colors are found among apples? What do we call the juice after it has been pressed from the apples? What use is made of it?

III. Write of the different uses of the apple.

IV. Write an account of a visit to an apple orchard, to an apple tree, or to a tree of some other kind. Tell of the time of year, the kind of day, your companions, what you saw on the trees, what sounds you heard, of the fragrance and color of the blossoms or apples, and of what you did. This story may be true or imaginary.

PERSON ADDRESSED.

V. Study the following sentences:

1. *John, where are you going?*
2. *What are you doing, John?*
3. *Come here, John.*

To whom are these sentences addressed? What mark separates the name *John* from the rest of the sentence?

The name of a person addressed is usually separated from the rest of the sentence by a comma.

Write five sentences about apples, or an orchard, using the name of the person addressed.

8. TREES.

I. Think of a tree in your yard at home, in the schoolyard, or in the park. What kind of tree is it? Perhaps you would like to try to draw it. What is its shape? Is the trunk straight or crooked? How high are the lowest limbs? Do the limbs grow toward the sky, or spread out their branches to make a nice shade? Does it seem like a proud or a humble tree? Is it useful or not? What fruit, nuts, pods, or flowers grow on it?

II. Write from dictation:

> The monarch oak, the patriarch of the trees,
> Shoots slowly up, and spreads by slow degrees.
> Three centuries he grows, and three he stays
> Supreme in state; and in three more decays. — *Dryden.*

Commit this to memory. Why is the oak called the patriarch? What trees grow rapidly?

III. What is the shape of the pine tree? Describe its leaves, which are called needles. Tell where it is found. In winter how does it differ from most other trees? How is it used at Christmas? Bring a branch of pine to school with you. Study it carefully and try to describe it.

IV. Where is the apple tree found? Describe the appearance and fragrance of the blossoms. How does the apple tree compare in shape and size with the pine tree? On what part of the tree do the apples grow? What color are the apples when young? When ripe?

CAPITALS. CONTRACTIONS.

V. Study the following selection and tell what is meant by each line:

There's a dance of leaves in that aspen bower,
There's a twitter of winds in that beechen tree,
There's a smile on the fruit and a smile on the flower,
And a laugh from the brook that runs to the sea. — *Bryant.*

With what kind of letter does each line begin?

The first word of every line of poetry should begin with a capital.

What is meant by *There's?* This mark (') is called an **Apostrophe.** It is used to show a contraction by

the omission of a letter or letters. Turn to the stanza on pages 15, 16, and tell what letters have been omitted from the words *'Mid* and *ne'er*.

Such expressions are called **Contractions.** Thus the word *amid* is contracted into *'mid ;* the words *can not* are contracted into *can't.*

Find ten contractions in your school reader.

9. FLOWERS.

I. Write from dictation:

Down in a green and shady bed
A modest violet grew;
Its stalk was bent, it hung its head,
As if to hide from view.

When does the violet bloom? Where does it usually grow? Why is it called modest? Why does it seem to hang its head?

II. How do you make curls or chains from the stems of dandelions? What do children sometimes do with the white puff balls of the dandelion? What do these little feathers carry? Describe the flower of the dandelion. Where does it grow?

Answer these questions in writing.

III. When and where does the daisy bloom? Tell

how the plant differs from the dandelion or violet. How do the flowers differ in color? In shape? In size? In odor?

Answer in writing.

Commit the following to memory:

On waste and woodland, rock and plain,
Its humble buds unheeded rise;
The rose has but a summer's reign,
The daisy never dies.

IV. When do roses usually bloom? State what you can about the color and kinds of roses. What grow on the stems of roses? Why is the rose called the queen of flowers? Write about some roses you have had; where you got them; what you did with them, etc.

CONTRACTIONS *(Continued)*.

V. Write the full form of each of the following contractions:

Aren't, don't, doesn't, didn't, e'er, ne'er, hasn't, hadn't, I've, it's, mayn't, what's, there's, we've, wouldn't, shouldn't, isn't.

Write a declarative sentence showing the use of the apostrophe.

Make oral and written sentences using the above contractions.

CAUTION. **Never use *ain't*.**

10. REVIEW.

I. Write the following from dictation. Then give the reason for every capital letter and every period you have used:

My full name is James Robert Watson. I am ten years old. My schoolmates play with me on Saturday afternoons. I attend the Euclid Avenue public school, leaving my home on Charles Street at 8 o'clock and returning at noon. I have a dog named Carlo. My father, Dr. William Watson, is a physician. He believes in giving boys plenty of work.

Write a declarative sentence making a statement about yourself, two making statements about your family, and two making statements about your home.

II. Write the following from dictation, and give the reason for the capitals used:

One step and then another,
  And the longest walk is ended;
One stitch and then another,
  And the largest rent is mended;
One brick upon another,
  And the highest wall is made;
One flake upon another,
  And the deepest snow is laid.

Write the following from dictation, giving the reason for each comma, interrogation point, period, and capital:

John, do you have oatmeal for breakfast? No, I have bread and milk. Bring me your doll, Jennie. Where did you get it? Does your mamma ever send you for yeast, John? Was the carpenter's name Henry Johnson? No, it was William Friend. Mary, does your mother make bread? Yes, she makes good bread.

In this exercise point out the declarative, the interrogative, and the imperative sentences.

III. Write the following from dictation. When you are through, rewrite, using the complete forms instead of the contractions:

If I were you, I'd do my best. What's in a name? Why can't you let well enough alone, James? Mamma, aren't you well? I wish I'd not been naughty. Mary, is your mother at home? No, ma'am. She's gone to town.

Take care, take care,
Or e'er you're aware
Your head'll be cracking the slate.

— *Old Skating Song.*

Use the following contractions in sentences, and then write the uncontracted forms:

I'm, he's, 'tis, 'twas, haven't, there'll, isn't, wasn't, weren't, can't.

IV. Read the following dog story written by John Burroughs. Compare with it the story you wrote about a dog:

I knew a farmer in New York who had a very large bob-tailed churn-dog by the name of Cuff.

The farmer kept a large dairy, and it was the business of Cuff to spend nearly the half of each summer day treading the endless round of the churning machine. During the remainder of the day he had plenty of time to sleep and rest, and sit and survey the landscape.

One day, sitting thus, he discovered a woodchuck about forty rods from his hole, which was beneath a large rock.

The old dog, forgetting his stiffness, and remembering the fun he had had with woodchucks in his earlier days, started off at his highest speed, vainly hoping to catch this one.

But the woodchuck, seeing the dog come laboring up the hill, sprang to the mouth of his den, and, when his pursuer was only a few rods off, whistled tauntingly and went in.

This occurred several times, the old dog marching up the hill, and then marching down again, having had his labor for his pains.

POSSESSION OR OWNERSHIP.

V. Examine the following sentences:

The wind carried away Mary's bonnet.
Girls' bonnets are beautiful.

What is shown by the expression *Mary's bonnet?* (That Mary owns the bonnet.) What is added to the word *Mary* to show this? (*'s*) What is added to the word *girls* to show that they own the bonnets? (')

Possession is shown usually by the apostrophe and *s* (*'s*), sometimes by the apostrophe (') only. (See p. 171.)

PICTURES.

11. HIS FIRST RIDE.

I. What is this woman doing? Why does she hold the child? What is she probably saying? Why is she so interested in the little one? What is the feeling of the child? How does he show it? Who probably owns the goat? How does the goat like being used as a horse? How does he show this? What is the boy doing? Why? What kind of floor has this room? Is this a wealthy family? Why your answer?

II. Write the story of this picture, telling how the goat was obtained, what use is regularly made of it, what the mother and the boy said and did in trying to give the child a ride, and how they succeeded.

III. Write a true or an imaginary story of an unsuccessful attempt you once made to get a ride on a horse, on a bicycle, in a wagon, in a sleigh, or in a boat.

IV. Write a true or an imaginary story of an attempt that you once made to make a box, a sled, or something else, or to pay a visit; and tell how you were prevented from doing so by the refusal of some one else to help.

His First Ride.

DICTATION.

V. Write from dictation:

Mamma's little girl is fast asleep. William's brother is at home. The girl's bird is lost. I've been to the seaside. Don't speak harshly. What's the name of your teacher? What is your teacher's name? Couldn't you recite well? I saw you at Mary Warner's party.

12. GOOD MORNING!

I. Give a name to this child. Why did you choose a girl's name? Do you think that this child is ill? Give a reason for your answer. Is she asleep? What is the season of year? What shows this?

What playmate has this girl? How did he know that he would find her here? How is he showing his interest in her? What do your answers to the last two questions suggest about her usual treatment of him? What does he wish her to do? What will he probably do next to arouse her? What will she do?

II. Write the story of this little girl and her dog. Speak of their playing together the day before and at other times, of his going with her when she went to visit a playmate, of the care she takes to see that he is properly fed and otherwise provided for, and of her decorating him sometimes with ribbons.

GOOD MORNING!

III. Tell how to take care of a dog, a cat, a canary, a parrot, a squirrel, a rabbit, or other pet; or write an account of a dream you once had.

IV. Write a true or an imaginary story, telling of something pleasing done by a dog, a cat, a horse, a canary, or other pet or animal, to show interest in his owner.

PROPER NAMES.

V. Millie Brown's uncle has given her a new book. Whose name should she write in it? (Her own.) Her own name is her proper name. Why was it given to her? (To point out or distinguish her from all other girls.)

Every proper name should begin with a capital letter.

Words formed from proper names should usually begin with capital letters; as, *American*.

Write five proper names of places. Five of girls.

Write five sentences about the boys in the following picture, giving each a name.

13. THE SOLDIER BOYS.

I. Describe this picture. Where do you think these children live? Where are they now? What are they

THE SOLDIER BOYS.

doing? What time of year is it? Who is the captain? Why are they drilling? What will they do when they are through?

II. Write ten sentences about the boy with the flag, or about a parade you once saw.

III. Describe the picture, telling who these boys are, where they live, where they are playing, what time of year it is, what holiday it is, if any, why they are drilling, and what they will do next.

IV. Write a story about something you have done or seen, suggested by this picture.

INITIALS.

V. Will Brown's full name is William Johnson Brown. His father's full name is James Wilson Brown, and his mother's full name is Mary Hoffman Brown. Will sometimes writes his name William J. Brown, or W. J. Brown. Sometimes he writes only the first letter in each word of his name; thus, *W. J. B.* When the first letter of a name is used instead of the full name it is called an **Initial.**

Initials should be written in capitals, and each should be followed by a period.

Write the initials of the following names:

Henry Wadsworth Longfellow; Mary Ellen Jones; Chester A. Arthur; William Henry Harrison; Celia Thaxter.

Write the full names and afterwards the initials of the members of your class.

14. OFF FOR AMERICA.

I. Look at the next page. What are these children playing? Give each of them a name. Who is the captain? What is he doing? Why is he leaning back? Who are the passengers? What is on the lap of one of them? What is the girl near the middle of the boat doing? Why? To whom does the dog belong? How is he enjoying the sail? In what country do these children probably live? Give a reason for your answer. Is this a river, a lake, or part of the ocean?

What is the business of the men living near where these children are? Whose hat is the boy probably wearing?

What has made these children think of playing they are going to America? Why have some of their friends and relatives left their home land and gone to America?

How deep is the water here? What shows this? Where did they get the banner? What use are they making of it? What kind of weather are they having for their voyage?

OFF FOR AMERICA.

II. Write a story suggested by these questions and the picture. Tell what the children were playing before they came to the boat, who proposed the trip, how they got into the boat, what each said, where they went, what they saw, how long they were gone, and when they returned.

III. Write a true or an imaginary story of some children playing boat, playing store, playing school, playing church, or playing railroad train.

IV. Write the story of an experience of your own in a boat, along a lake or stream, or playing with dolls or dogs.

ABBREVIATIONS.

V. For convenience, we often write a part of a word instead of the whole of it; thus, *Monday*, *Mon.* Such parts of words are called **Abbreviations.**

Every abbreviation should be followed by a period.

The following are some of the most common abbreviations:

Months of the Year. January, Jan.; February, Feb.; March, Mar.; April, Apr.; (May, June, and July are not usually abbreviated); August, Aug.; September, Sept.; October, Oct.; November, Nov.; December, Dec.

MISCELLANEOUS. Answer, Ans.; barrel, bbl.; bushel, bu.; inch, in.; peck, pk.; pint, pt.; quart, qt.; Doctor, Dr.; Captain, Capt.; General, Gen.; Honorable, Hon.; Mister, Mr.; Mistress or Missis, Mrs.; Reverend, Rev.; Company, Co.; County, Co.

15. UNWELCOME VISITORS.

I. Examine this picture and tell what you can about it. Where are the geese going? What time of year is it? How do you know? Where has the child been? Where is he going? Why are the two geese hissing?

II. Write a connected account of this incident, telling how it began and how it ended.

III. Write a story telling of a fright you once had.

IV. Write a true or an imaginary story about two children on a farm, and their adventures with the chickens, geese, or ducks.

TITLES:

V. In addressing a person or in speaking of him we often use a title, showing respect because of the position he holds or has held; thus, **General** *Miles;* **Doctor** *Smith;* **President** *Roosevelt.*

UNWELCOME VISITORS.

The principal words in a title of office or of respect should begin with capitals.

Titles are sometimes used before the name; sometimes they follow it. They are often abbreviated; thus, **The Reverend** *John Wilson*, or **Rev.** *John Wilson*. When a title follows a name it should be separated from it by a comma; thus, *William Jones*, **Attorney.**

Study the following titles and their abbreviations:

Doctor,	Dr.	Secretary,	Sec.
Professor,	Prof.	Treasurer,	Treas.
Reverend,	Rev.	Esquire,	Esq.
General,	Gen.	Doctor of Divinity,	D.D.

Mister (Mr.) and Mistress or Missis (Mrs.) are always abbreviated.

Out of respect the words grandpa, grandma, uncle, aunt, etc., are often begun with capitals when used with a proper name; as, *I am going to visit my Grandfather Morse. Uncle Joseph gave me a ball.*

16. SUMMER FUN.

I. Examine this picture. How many children are in it? Which is the oldest and which the youngest? How many groups are there? Which boy seems to belong to neither? Where has the large boy been, or where will he probably go soon? How was this wagon made?

SUMMER FUN.

Why do children like to play at these trees? What is each one in the lower group doing? Where is the upper group? How many children in it? How did they reach this platform? From this platform where else can a boy go? How many trees support the platform?

What shows that this is a holiday? What time of year is it? What shows this? What kind of day? How do you know?

II. Describe this picture, or answer in writing the questions asked in I.

III. Tell an imaginary story about this group of children or about two or three of them.

IV. Tell of some place in which you and your companions like to play, or tell of some experience you have had playing ball, riding a velocipede or bicycle, climbing a tree or to the roof of a building, playing with a cart, or playing with dolls.

NAMES OF COMPANIES.

V. The name of a firm or company often consists of several words; as, *The Westinghouse Electric Company*, *The Allegheny Athletic Association*, *The New York Choral Union*.

The first word and each important word in the name of a firm or company should begin with a capital.

Write sentences containing the names of five companies of which you know.

Make up the names of five companies, each name containing four words.

17. A MUTE APPEAL.

I. Relate the story of the picture on the next page, as suggested by these questions:

What is this dog doing with the basket? What is the little girl going to put into the basket? Who is with the dog that has the basket? How do you know? What season is it? What kind of girl do you think this is? Why do you think so? Which of these dogs has the better home? How can you tell?

II. Write the story suggested by this picture and by the questions.

III. Write a story about a dog you have seen. Compare this story with the one you wrote before (page 19), and see in what ways you have improved.

IV. Write a short story about a beggar you have seen.

A Mute Appeal.

TITLES OF BOOKS AND POEMS. HEADINGS OF CHAPTERS.

V. Note the following names of books and poems: "*Robinson Crusoe;*" "*Steps in English;*" "*The Deserted Village;*" "*The Village Blacksmith.*"

What principal words in these begin with capitals? Which word does not?

Notice the marks (" ") inclosing the names of books and poems. They are called **Quotation Marks.**

The first word and the principal words in the titles of books and poems should begin with capitals.

The same rule applies to the principal words in the headings of chapters.

The names of books and poems, when used in writing, should usually be inclosed in quotation marks.

Write from dictation:

R. L. Stevenson wrote "A Child's Garden of Verses." Scott's "Lady of the Lake" tells the story of fair Ellen. Bunyan's "Pilgrim's Progress" is an allegory. "Under the Lilacs" is a story that children like. Whittier's "Telling the Bees" is a pleasing ballad. "Alice in Wonderland" tells of a little girl's adventures. Longfellow wrote "The Old Clock on the Stairs."

18. FRIENDS OR FOES.

I. Tell the story of the next picture from the questions asked and from what you observe in the picture:

FRIENDS OR FOES.

What does the name of the picture mean? Who are friends here? At what are they looking? Why are they looking at it so intently? What is the toad going to do? What else do you see in the picture? What season of the year is it? How can you tell?

II. Write a story suggested by the above picture and questions.

III. Tell an imaginary story about a child, a kitten, and a dog.

IV. Write a story telling of something that you have seen a dog do.

NAMES OF THE DEITY.

V. Note the following:

The heavens declare the glory of God.
The Lord is my shepherd.

All names of the Deity should begin with capitals.

Write from dictation:

Jehovah, the Lord God Omnipotent, reigneth. Immanuel. Just and true are thy ways, thou King of Saints Almighty God, Father of our Lord, Maker of all things, Judge of all men. Our Father who art in Heaven.

THE TOY BOAT.

19. THE TOY BOAT.

I. Tell what this picture and these questions suggest:

What is this boy doing? How large is the boat? Are these real or toy fish? Why do you think so? How does the boy move the boat? What birds are on the tree? What else do you see in the picture? What time of year do you think it is? Why?

II. Write in full the story of this picture.

III. Tell a story of a boat you once sailed or saw.

IV. Write a different story suggested by the picture; or write a story you have heard or read about something that was done by a bird.

THE WORD *I*.

V. Study the following sentences:

"Mamma, I love you," said little Nell,
"I love you more than tongue can tell."

In these sentences *I* is used as a word.

When used as a word, in writing, *I* should always be a capital.

20. REVIEW.

I. How should proper names begin? Names of the Deity? Titles? How are initials written? The word *I?*

Write the following from dictation:

William Jackson, Percy Martin, and Harry Mason are playing in Redstone Creek. Doctor James and Captain Stephens saw them there. In Washington, in the District of Columbia, the schoolboys are trained as soldiers. Mrs. Brown and her daughter Jane made a happy Thanksgiving for Mrs. Ross and her three children. Kindness to the poor is pleasing to God. I am a friend, not a foe.

Write the full name and then the initials of yourself, of each member of your family, of your teacher, of the governor of your state, of the president of the United States.

II. Write from dictation the following:

The United States Steel Company employs thousands of men. The American Book Company has its headquarters in New York. The Baltimore and Ohio Railroad passes through Washington. President Adams of Cornell University was widely known. General Grant was chosen president of the United States. The Reverend Edward Everett Hale was born in Boston.

Use in sentences the names of five companies doing business in your vicinity. Write the complete names of five books in your school room, or in your home.

III. What should follow every abbreviation? How should abbreviations of titles of honor and respect be written?

Write the words indicated by the following abbreviations:

Jan., Apr., Sept., Nov., Dec., qt., pk., Rev., Hon., Mr., Mrs.

Study the following abbreviations, and then write them when the complete forms are dictated:

Ave. Avenue.
A.M. Before noon.
B.C. Before Christ.
Capt. Captain.
Col. Colonel.
Co. Company.
C.O.D. Collect on delivery.
Dr. Doctor.
do. ditto.
etc. &c. and so forth.
F.O.B. Free on board.
Jr. Junior.
Lieut. Lieutenant.
LL.D. Doctor of Laws.
Maj. Major.
Messrs. Messieurs (gentlemen).
P.M. After noon.
Sec. Secretary.
Sr. Senior.
St. Street.
Supt. Superintendent.
Treas. Treasurer.

IV. Read the following, comparing it with the picture, and then write a description of "Friends or Foes," or of some other picture:

Description of a Picture.

"Off for America" is a pleasing picture of some children in a boat not far from shore. The party is made up of three girls and a boy. The boy, who seems to be the captain, is standing in the bow. He is looking towards the girls, and in his hands

he holds a pole, with which he is pushing the boat through the shallow water. On his head he wears a fisherman's shiny hat, with a brim narrow in front and wide behind.

Two of the girls are seated in the stern, facing the boy. One has her doll lying carelessly in her lap, while the other, with empty hands, is looking thoughtfully toward the shore. Sitting on the bottom of the boat, near the middle, is the third girl. She is leaning over the side, and is holding a rush in her hand, with which she is gently striking the water.

The girls are all dressed well and look very neat. They wear pretty, close-fitting hoods, from which a long curl falls on each side of their faces, and long hair flows over their shoulders.

Close to the boy are seen the white head and shoulders of a medium-sized dog. His ears are raised, and he is looking contentedly toward the shore.

A rude sail, clumsily fastened to a pole, is spread to the wind. Its lower left-hand corner is held in place by a string tied to the boat.

On one side of the picture are a few tall water weeds, while on the other are long stretches of marsh grass.

PERSONIFICATION.

V. Study the following sentences:

"Lady Moon, Lady Moon, where are you roving?"
"Over the sea."

A Hare met a Tortoise one day and offered to run a race with him.

In the first the moon is addressed as if it were a person. In the last sentence the hare and the tor-

toise are represented as doing what persons do, — talking.

When animals and things without life are spoken of as persons they are said to be **Personified.**

The names of personified objects in fables and in poetry often begin with capitals.

Account for the capitals and punctuation marks in the following sentences:

The Wind and the Sun were quarreling one day. What are you doing, Henry? Shall you go to town to-day, Mr. Brown? No, I shall go to-morrow. Don't be unkind to any one. My mother's bread is better than the baker's. The National Fire Insurance Company has its office on Fairmount Street. Rev. Dr. Morrison lives in Chicago. Jack Frost makes beautiful pictures on the window pane.

NOTE TO THE TEACHER. Frequently pupils should be asked to state the principle governing each capital and mark of punctuation in a given selection. Occasionally selections may be placed on the blackboard with the capitals and punctuation marks omitted. Have the class supply them properly. Then read selections to the class and have them written, calling special attention to proper punctuation and capitals.

STORIES AND POEMS.

21. THE FARMER AND HIS SONS.

A farmer who had several quarrelsome sons, tried in vain to teach them to live in peace and unity. One day he called them together and asked them to break a number of sticks that were bound closely together in a bundle. Each son tried in vain to

break the bundle. The father then untied it and gave each son a stick to break. This was done with ease. Now the father said: "Thus, my sons, you are, when united, a match for all your enemies; but when you separate and quarrel you are easily beaten. In union there is strength."

I. Describe this family. What did the father first try to do? How did he succeed? What did he then do? Why were they unable to break the sticks? What did the father do next? How did the sons succeed?

II. Write an account of this family, telling the kind of sons the man had and how he taught them a lesson.

III. With book closed, write this fable in your own words.

IV. Write another story, showing that in union there is strength; for example, tell of several boys or girls who did something which no one of them could have done alone.

THE COMMA: SERIES.

V. Examine the following sentence:

Mr. Miller sells **boots, shoes, slippers,** *and* **gaiters.**

The words in **full-face** type form a list or series.

When words or expressions are used in a series, a comma should be placed after each except the last.

As a rule commas are not used when the words composing the series are connected; thus, *John reads and recites.*

Write five sentences each containing a series composed of names of people.

Write five sentences each containing a series composed of words expressing action.

Write a sentence telling, in a series, four things done by the farmer spoken of on pages 55, 56.

Turn to the selection on pages 70, 71, find a series, and notice its punctuation.

22. A PRAYER.

Father, we thank thee for the night
And for the pleasant morning light,
For rest and food, and loving care,
And all that makes the world so fair.
Help us to do the thing we should,
To be to others kind and good,
In all we do, in all we say,
To grow more loving every day.

I. What is a prayer? To whom is it addressed? By whom is this one said? Why should we be thankful for the night? For the morning light? Why is it called pleasant? Why should we be thankful for rest

and food? From whom do children receive loving care? Name some of the things that make the world fair.

II. Name some things that we should do. Why should we be kind and good to others? Tell of a kind act done by a boy or a girl. Why should we grow more loving every day? How may a boy or a girl do this?

III. Write this prayer from dictation and commit it to memory.

IV. Write a story about a child who does kind and good things.

SYLLABLES.

V. Note the following list of words:

Two Syllables.	Three Syllables.
man ly	*man i fest.*
hard ly	*hard i hood.*

In this list, the words are separated into syllables.

Write the following words, separating them into syllables:

Father, tender, morning, blessings, coming, evening, family, children, concern, concerning, faithful, faithfully, situation, consider, consideration, foolhardy.

Sometimes we do not have room on a line for all of a word and we are obliged to divide it. In such cases **the division should always be made between syllables, and the part on the first line should be followed by a hyphen** (-), as in the words *syllables* and *consider* at the ends of lines in this lesson.

23. VALENTINE.

Long ago there lived a priest named Valentine. This good man was noted in all the country round for his kindness. He nursed the sick, comforted the sorrowing, and was always ready to give help to any one who was in need. Valentine dearly loved the children, and those who went to him for food or clothes were never turned away.

After this kind priest became too old to go about among his people he was very sad, because he thought he could no longer be of any help to them. Then he remembered that he could write loving messages to the sick and sorrowing. Soon his friends began to watch for the kind words that were sure to come whenever sorrow or joy entered their homes. Even the little children would say when they were sick, "I think Father Valentine will send me a little letter to-day."

But after a time no more letters were received, and soon the news went abroad that good old Valentine was dead. Then every one said that such a kind man was good enough to be called a saint. And from that day to this he has been known as Saint Valentine.

It was not long before people began to celebrate his birthday, by sending loving messages to their friends. The notes and letters containing these messages were called *valentines*.

This all happened years ago, but good St. Valentine is still remembered on the 14th of each February.

I. What was the priest's name? For what was he noted? Of whom was he especially fond? How did the people feel when he became old? What did he then do? What did children say when they were sick? Why did the letters stop? In what way did the people show that they remembered the good priest?

II. Write an imaginary account of a day in Valentine's life, naming at least three people whom he visited and telling how he comforted them.

III. Dictation:

The valentine I'm sending says,
"The one that I love best;"
There's only one to give that to;
Perhaps you may have guessed.
I'll send it with my dearest love
To you, dear mother mine,
To tell you that I'll always be
Your faithful valentine.

Tell some things the boy sending this must do to prove himself his mother's "faithful valentine."

IV. Write an account of an incident connected with the sending or receiving of a valentine, or write an account of two or three things the boy of **III** did for his mother.

THE HYPHEN.

V. Find in your school reader five examples of the hyphen used to divide words.

Show in how many ways each of the following words may be divided at the end of a line:

Operation, multiplication, situation, compassion, something, earnestly, complying, unyielding, forgiveness, husband, celebration.

24. JACK FROST.

Oh, there is a little artist,
  Who paints in the cold night hours
Pictures for little children
  Of wondrous trees and flowers.

Pictures of snow-white mountains
  Touching the snow-white sky,
Pictures of distant oceans
  Where pretty ships go by.

Pictures of rushing rivers
  By fairy bridges spanned;
Bits of beautiful landscapes
  Copied from fairyland.

The moon is the lamp he paints by,
  His canvas the window pane,
His brush is a frozen snowflake,
  Jack Frost is the artist's name.

I. Who is the little artist? What does he do? Why does he paint in the cold hours? Why at night? Does he ever paint by day? Tell what he paints. What is his lamp? His canvas? His brush? For whom does he paint?

II. Write this poem from dictation, giving especial attention to the capitals and punctuation marks.

III. Tell an imaginary story of Jack Frost.

IV. Write a story about this little artist, or about something you did in winter.

QUOTATIONS.

V. Examine the following sentences:

John said, "Harry, where are you going?"
"I am going to the city," said Harry.

What are the exact words that John said? Give Harry's answer.

The exact words of a person, when repeated by another, are called a **Direct Quotation.**

A direct quotation should be inclosed in quotation marks (" ").

The first word of every direct quotation should begin with a capital.

A comma is usually placed before a direct quotation.

Write from dictation:

A fair little girl sat under a tree,
Sewing as long as her eyes could see;
Then smoothed her work and folded it right,
And said, "Dear work, good night, good night."

— *Lord Houghton.*

"What are you thinking about?" said John. "Are you going to the country?" asked Mary. The crows said, "Caw, caw," on their way to bed.

The little girl said to the beautiful sun,
"Good morning, good morning, our work is begun."

25. THE COVETOUS MAN.

A covetous man who had saved a large sum of money, dug a hole in one of his fields and hid it there. The great pleasure of his life was to go and look upon his treasure once a day. One of his servants, observing his actions and guessing that there was something of value in the place, came at night and carried it off. The next day the owner returned as usual to the scene of delight, and, seeing that his treasure was gone, tore his hair for grief, uttering his doleful complaint to the woods and meadows. At last a neighbor who knew his love of money, overhearing him and learning the cause of his sorrow, said, "Cheer up, man, thou hast lost nothing. There is the hole for thee to go and peep at

still; and if thou canst but fancy thy money there, it will do just as well."

I. What did this man most enjoy? Mention some of the real pleasures of life that he was missing. What did one of his servants do? What did the man do when he discovered his loss? What did his neighbor tell him?

II. Write an account of some other probable acts of the man told of in the story.

III. Write this fable in your own language.

IV. Write an account of a boy or girl who worked and earned some money, and then used it in a way that brought real happiness.

DIVIDED QUOTATIONS.

V. Note the following sentence:

"Alexander," said Philip, "this place is too small for you."

What words are quoted? What words are not quoted? The words that are not quoted divide the quotation. What punctuation mark precedes and follows them?

The words that divide a quotation are separated from the rest of the sentence by commas.

Write a ten-line conversation between two boys or two girls in regard to the best way to have fun on a rainy day, using several divided quotations.

26. A FAREWELL.

Farewell, dear child, I have no song to give thee;
No lark could pipe to skies so dull and gray;
But ere we part one lesson I would leave thee,
For every day:

Be good, sweet maid, and let who will be clever;
Do noble things, not dream them, all day long;
And so make life, death, and that vast forever,
One grand, sweet song. — *Charles Kingsley.*

I. What word is generally used instead of *farewell?* What does *farewell* mean? What does *good-by* mean? Read this poem carefully several times. Who do you think is speaking? Why? When a mother says good-by what does she usually add? Why do the skies seem so dull and gray to this parent? Why does she wish to leave one lesson for her child? Why a lesson for every day? Why not a different lesson for each day? What is this one important lesson? If it is learned, what will be the result?

II. Give a list of good things a girl may do. What is meant by *clever?* Give a list of clever things she may do. What is meant by *dreaming noble things?* What are some noble things a girl may do? Commit the poem to memory.

III. Tell a story, based upon this poem, of a mother who was obliged to leave her little girl, and who gave her some parting advice.

IV. Write a story of a girl who did good, noble things each day, instead of dreaming them.

QUOTATION MARKS (*Continued*).

V. In writing it is often necessary to mention the titles of books, newspapers, stories, and lectures. In such cases they are considered as quotations, and are inclosed in quotation marks. Thus: "*The Psalm of Life*" *was written by Longfellow. Bunyan's* "*Pilgrim's Progress*" *has been widely read.*

Write the following from dictation:

"The Evening Herald" is read by thousands of intelligent people. We spent the afternoon reading Whittier's "Snow Bound." Rudyard Kipling's "Jungle Book" was given to me as a present. "Paradise Lost" is an English classic. "Mother Goose" is the children's treasure. Hawthorne wrote "Grandfather's Chair." Mary likes "The Elsie Books."

27. THE FOX IN THE WELL.

A Fox, having fallen into a well, tried by sticking his claws into the sides to keep his head above water. Soon after a Wolf came and peeped over the brink. To him the Fox appealed very earnestly for assistance, begging that he would help him to a rope, or something of that kind, which might aid him to escape. The Wolf, moved with compassion at his misfortune, could not forbear expressing his concern. "Ah! poor Reynard," said he, "I am sorry for you with all my heart. How could you possibly come into this sad condition?"

"Nay, friend," replied the Fox, "if you wish me well do not stand pitying me, but lend me some help as fast as you can. For pity is but cold comfort when one is up to the chin in water and within a hair's breadth of drowning."

I. What happened to the fox? Describe his situation. How did he keep from drowning? What did the wolf say? Did he offer to do anything? What good would talking do? What did the fox reply?

II. Tell of this incident in your own words.

III. Write a story or a fable in which some animal talks or acts like a human being.

IV. Write an account of something done by a fox or a wolf, or tell of something done to help a person out of trouble.

QUOTATIONS (*Continued*).

V. Copy the following sentences:

William said Mary come here.
John answered Henry I know where your book is.

Punctuate these sentences so as to show that William is the person speaking in the first and John in the second.

Rewrite these sentences in the same order, and punctuate them so as to show that Mary is the speaker in the first and Henry in the second. What change occurs in the punctuation?

Bring to class five original sentences containing unbroken quotations.

Write five original sentences each containing a divided quotation.

What divided quotations are found in "The Fox in the Well"?

28. THE SWORD OF BUNKER HILL.

He lay upon his dying bed,
His eye was growing dim,
When with a feeble voice he called
His weeping son to him:
"Weep not, my boy," the veteran said,
"I bow to Heaven's high will;
But quickly from yon antlers bring
The sword of Bunker Hill."

The sword was brought; the soldier's eye
Lit with a sudden flame;
And, as he grasped the ancient blade,
He murmured Warren's name;
Then said, "My boy, I leave you gold,
But what is richer still,
I leave you, mark me, mark me, now,
The sword of Bunker Hill.

"Oh! keep this sword," his accents broke, —
A smile — and he was dead;
But his wrinkled hand still grasped the blade,
Upon that dying bed.
The son remains, the sword remains,
Its glory growing still;
And twenty millions bless the sire
And sword of Bunker Hill.

— *William R. Wallace.*

I. Who was on his dying bed? What is a veteran? What request did he make? Where was the sword? Why called "the sword of Bunker Hill"? How had it been obtained? Why did the soldier's eye light with a sudden flame? Who was Warren? Why did the soldier murmur his name? What two things did the veteran leave to his son? Which did he think the richer? Why? How is the glory of that sword "growing still"?

II. Write this story in your own language.

III. Give an account of the Battle of Bunker Hill.

IV. Write a true or an imaginary account of the capture of a sword, a rifle, or a cannon.

A TEST.

V. Fill each of the following blanks, using one word for each blank, and making sentences as indicated:

1. _____ _____ _____ _____. (A declarative sentence.)

2. _____ _____ _____ _____? (An interrogative sentence.)

3. _____, _____, _____, and _____ can _____, _____, and _____.

4. " _____ _____ _____ _____?" _____ _____.

5. " _____," _____ _____, " _____ _____ _____ _____."

6. _____, _____ _____ _____. (An imperative sentence.)

7. _____, _____ _____ _____ _____?

29. MARY SHEPHERD.

Two hundred years ago Mary Shepherd, a girl of fifteen, was watching for the savages on the hills of Concord, while her brothers were thrashing in the barn. Suddenly the Indians appeared, slew the brothers, and carried her away. In the night, while the savages slept, she untied a stolen horse, slipped a sad-

dle from under the head of one of her captors, mounted, fled, swam the Nashua River, and rode through the forest, home.

— *George William Curtis.*

I. How long ago was this? What was the girl's name? What was she doing? What happened? Tell just how she escaped. Describe what she had to do before she reached home.

II. Write the story of Mary Shepherd in your own language.

III. Write the same story as though the girl herself were telling it. Be careful in the use of quotation marks and capitals.

IV. Write a story about a child that was lost near home.

A AND *AN*.

V. The letters **a, e, i, o,** and **u,** and sometimes **w** and **y,** are called vowels. The other letters are called consonants.

The little words *a* and *an* are shortened forms of an old word meaning *one*.

An should be used before all words beginning with a vowel sound. This includes words beginning with *h* not sounded, such as *honest* and *honor*, but excludes

words beginning with *u* pronounced *you*, as *union*, *useful*, etc.

A is used before words beginning with a consonant sound. Tell why *a* or *an* is used:

An apple.	A boy.
An elephant.	A lion.
An inkstand.	A pen.
An orange.	A lemon.
An umpire.	A uniform.
An honest man.	A happy man.

Make sentences each containing one or more of the following words, using *a* or *an* before each of them:

Horse, cow, dog, eagle, herring, violet, piece, shot, gun, cherry, onion, organ, parrot, bicycle, ear, evening, bookcase, Indian, honor, useful, European.

30. REVIEW.

I. State the rule for the punctuation of a series. When should *a* be used? When *an*?

Write the following from dictation:

Jack Frost paints pictures of trees, flowers, mountains, and oceans. Make life, death, and the vast forever, one grand, sweet song. It is often necessary to mention the title of a book, a newspaper, a story, or a lecture. Valentine nursed the sick, comforted the sorrowing, helped the needy, and cared for the little ones. Mary Shepherd untied a horse, took a saddle, quietly mounted, rode swiftly away, swam a river, and reached home.

Write five sentences, each containing a series. Let one be about the farmer and his sons, one about Valentine, one about Jack Frost, one about the covetous man, and one about the fox in the well.

Write three original sentences illustrating the rule governing the use of *a* and *an*.

II. Write the following from dictation, showing by a space the division into syllables:

A farm er had sev er al quar rel some sons. The fa ther un tied the bun dle. Val en tine com fort ed the sor row ing. We cel e brate his birth day by send ing lov ing mes sa ges to our friends.

Copy the following, indicating by a space the division into syllables, as shown above:

Examine the following sentences. A comma is usually placed before a direct quotation. Quotation marks are used to inclose the exact words of another. *A* is used before words beginning with consonant sounds, *an* before words beginning with vowel sounds. The hyphen is used at the end of a line, between syllables, when part of the word must be written on the following line.

Write five sentences illustrating the rule for the use of the hyphen.

III. Write the following from dictation:

The father said, "In union there is strength." The poet said, "Jack Frost is a little artist." Charles Kingsley sings, "Do

noble things, not dream them, all day long." Nelson signaled, "England expects every man to do his duty."

Little Jack Frost walked through the trees.
"Ah," sighed the flowers, "we freeze, we freeze."
"Ah," sighed the grasses, "we die, we die."
Said little Jack Frost, "Good-by, good-by."

The girl was reading "Little Women." She had read "Uncle Tom's Cabin," "Black Beauty," "Alice in Wonderland," and "Robinson Crusoe." At our house we read "The New York Herald," "The Youth's Companion," and "St. Nicholas."

No thought of harm disturbed each breast,
In peace they laid them down to rest,
Close sheltered in "The Maine."
The sentry called out, "All is well."
The ship so gently rose and fell
The anchor felt no strain.

—*Martha E. Oliver.*

Write three sentences, illustrating three different uses of quotation marks.

IV. Complete the following story:

Elizabeth Simpson had long been wishing that she could do something unselfish and helpful, but she was always unwilling to do what her mamma suggested.

But one day she came in from school with her face covered with smiles.

"Oh, mamma," she cried, "in our work to-day we had a poem about doing noble things, not dreaming them all day long. and I determined really to do something and not merely to think about doing. So I began on my way home. I met a little ragged girl on Wiston Street who was crying, oh, so hard."

TO, TOO, AND *TWO.*

V. Care should be taken in using the words *to*, *too*, and *two*.

Always use *two* when meaning the number indicated by the figure 2.

Use *too* when *also* or *exceedingly* may be used instead.

Use *to* in all other cases.

The following sentences show the proper uses of the words:

It is too *hot for comfort. John came* to *his desk* to *write* two *letters and Mary came* too.

Use *to*, *too*, or *two* in place of the following blanks:

James went _____ town, and John went _____. William has _____ pets; he likes _____ play with them. Mary likes apples and pears _____. The light is _____ bright for the boy's eyes. The man was _____ feeble _____ walk. The ball was thrown _____ swiftly _____ be caught. _____ men were walking _____ the office. _____ much attention can not be paid _____ neatness. His illness was _____ severe _____ last long. _____ wrongs never make a right. He turned _____ see _____ children, and they turned _____ see him _____.

Write three original sentences, using *to* and *too* in each.

Write three original sentences, using *too* and *two* in each.

Write three original sentences, using *to* and *two* in each.

NOTES.

31.

I. Copy the following note, observing carefully the form, the capitals, and the punctuation:

Dear Grandpa:

School will close next month, and then I shall go to see you. I hope the cherries will not all be gone before that time.

Your grandson,

GEORGE MOORE.

II. Why is it important to have a note show to whom and by whom it was written? Where are capitals used in the above note? Periods? Commas?

III. Write a note similar to that in **I.** Suppose that you have sprained your ankle, and will not be able to attend school for a week. Write to your teacher, telling her what has happened, and asking her to let you know what lessons are assigned for the following day. Be careful about capitals and punctuation.

IV. Write the teacher a note, thanking her for sending the information. Tell her that your ankle is better and that you hope to be in school the following Monday. Ask her to continue sending the lessons.

IN AND *INTO*.

V. **In** and **into** are often used incorrectly. **In** denotes position, and **into** denotes entrance, or change from one form to another.

Use *in* or *into* in place of the blanks in the following sentences:

He went _____ the house. The ball is _____ the drawer; you will find it if you go _____ the library. The child played _____ the yard until the nurse called him _____ the house. The door was open and a cat came _____ the room. Will you walk _____ my parlor? Come out _____ the meadow and play.

32.

I. Write to a schoolmate, asking him to let you know what lessons are to be studied for the next school day.

II. Write to a friend, asking him to come to see you, and to bring a storybook for you to read while you are kept in the house.

III. Write to your cousin, telling him about your school, its location, its size, and the name of your teacher. Give a list of your studies, and tell which you like best, stating why.

IV. Write to a friend, telling of an afternoon you have recently spent very pleasantly.

THEIR AND *THERE. RIGHT* AND *WRITE.*

V. Their denotes possession; **there** refers to place or begins a sentence, without denoting possession.

Use *their* or *there* in place of the blanks in the following:

The girls lost _____ way. _____ were two roads leading from the place. The house is _____. Samuel and John said that _____ father lived _____. _____ were three men who said that _____ work was _____.

Insert *right* or *write* in each of the following blanks:

William can _____. It is better to _____ the words _____.

33.

I. Write a note to George and Mary, asking them to spend an evening at your home. Tell them who will be there and what games will be played.

II. Write an answer accepting the invitation.

III. Write an answer declining the invitation, and saying why you will be unable to accept it.

IV. Exchange papers and mark the errors. Then rewrite your own note carefully.

LAY AND *LIE.*

V. To **lay** means to *put* or to *place;* to **lie** means to *rest*, to *remain.*

Write the following sentences correctly:

Lie (or lay) down and rest. The coat lays (or lies) on the grass. He comes into the room where the sick man lies (or lays). _____ the pencil on the desk and let it _____ there until you need it. The pencil is laying (or lying) there. Laying (or lying) on the grass, I enjoy the cool breeze and the blue sky. The carpenter _____ his tools on the ground. The cows were _____ in the pasture.

34.

I. Imagine that you are to spend a Saturday afternoon with your uncle. Tell the class where you are going and how, what you expect to do, and when you expect to return.

II. Write to your uncle, telling him that you hope to spend next Saturday afternoon at his home, if convenient to him. State when you will arrive, and when you expect to return.

III. Write a note to your cousin, giving an account of a visit you once made. Tell where you went, what you saw, and what you did.

IV. Write a note quoting a stanza of poetry for which a friend has asked. Give the name of the author and of the publisher.

LOVE AND *LIKE.*

V. We **like** persons and things that please us; we **love** persons for whom we have great affection.

Complete the following sentences, using *love* or *like* correctly:

Jennie _____ her sister, and _____ her schoolmates. Charles _____ sweet cake. Julia _____ ice cream. Mr. Jones _____ his daughter. He _____ music. The girls in our school _____ to study music. Which do you _____ better, buttermilk or lemonade? Do you _____ to watch a game of ball?

35.

I. Write to a friend, asking him to attend a picnic. Tell who are going, where the picnic is to be held, how the place may be reached, and at what cost. Tell also what is to be done, and when your friend can return.

II. Write to your mother, telling her about a picnic you attended or a visit that you made. Give any particulars you think will be of interest.

III. Write to a friend, telling how your favorite game is played, when and with whom you play it, and why you like it.

IV. Write to your sister, telling her something your favorite animal has done.

REVIEW.

V. Write sentences containing the following words, using each word at least twice:

To, two, too, in, into, their, there (two uses), love, like, right, and write.

SUMMARY.

Sentences.

The words that state a thought are called a sentence.

A sentence that tells about something is called a declarative sentence.

A sentence that is a command or a request is called an imperative sentence.

A sentence that is a question is called an interrogative sentence.

Capitals.

The following should begin with a capital:

1. Every sentence.
2. *Yes* and *no* used alone as answers to questions.
3. The first word in every line of poetry.
4. Proper names, the days of the week, and the names of months.
5. The chief words in
   (*a*) Titles of respect and office.
   (*b*) Names of companies.
   (*c*) Titles of books, poems, stories, and newspapers, and headings of chapters.
   (*d*) Names of the Deity.
6. Names of personified objects when used in fables and in poetry (occasionally).

I when used as a word should be a capital.

Initial letters of the names of persons, when used alone, should be capitals.

The Apostrophe.

The apostrophe is used to show
- a contraction by the omission of part of a word.
- ownership or possession: usually with *s;* sometimes alone (see page 171).

The Period.

The period is used after
- declarative and imperative sentences.
- *yes* and *no* standing alone.
- abbreviations.
- initials.

The Interrogation Point.

The interrogation point is used after interrogative sentences.

The Comma.

The comma is used
- after *yes* and *no* when connected with other words.
- to separate the name of the person addressed from the rest of the sentence.
- after each word of a series, except the last.
- to set off the words that divide a quotation.

The Hyphen.

The hyphen is used at the end of a syllable when part of the word is placed on the next line.

Quotation Marks.

Quotation marks are used to inclose direct quotations and the titles of books, poems, etc.

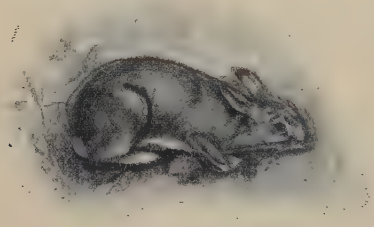
PART II.

THE SENTENCE.

OBSERVATION.

36. THE RABBIT.

I. How large is a rabbit? Describe its ears; its coat; its legs; its tail. Where does it stay in the daytime? On what does it feed? How do rabbits sometimes injure plants, vegetables, and trees? Why are they sometimes used as pets?



Make sentences telling one thing, first; as, *The rabbit is as large as a cat.* Then make sentences covering two or more points; as, *The rabbit has long legs and sharp teeth.*

II. Write a description of a rabbit based on the above questions.

III. **Ned's Bunny.**

Would you hear about my bunny,
And his little ways so funny?
First of all, then, you must know
He has a coat as white as snow,
Staring eyes of pink so pale,
And a tiny, dumpy tail.
He runs about the nursery floor,
The chairs and tables clambers o'er,
And nestles down upon my lap,
Beside the cat, to take a nap.

Describe Ned's bunny. How does the bunny spend his time? Where does Ned keep his bunny sometimes? What does he do there? What other pet is in the same place? Tell the story of Ned's bunny in your own words.

IV. Write a story about a pet bunny, or any other pet.

THE SUBJECT.

V. Note the following sentence:

Mary sings.

Who is spoken of in this sentence? What word tells this? What, then, does this word do? (Names the person about whom something is said.)

The word in a sentence that names the person or thing about which something is said, is called the *Subject* of the sentence.

Name the subjects in the following sentences:

Boys play. Birds sing. Waters flow. Time flies. The man ran. Flowers bloom. Henry studies. Mary sews.

Sometimes a group of words forms the subject; as, **John and James** *ran*. **The girls of our class** *can sing*.

Name the subjects in the following sentences :

The little boy was playing. The boy on the front seat reads. Dozens of birds were seen. The load of coal was delivered.

Write five sentences having proper names as subjects.

Write five sentences, each having a group of words as its subject.

37. THE SQUIRREL.

I. Compare the rabbit and the squirrel in the following particulars: coat, ears, head, body, tail, home, and food. Tell some things a rabbit can do that a squirrel can not do. Which does the more harm?

II. Write a description of a squirrel, using the particulars referred to in **I.**

III. Which makes the better pet, a rabbit or a squirrel? Why? What use is frequently made of the skin of the rabbit? Of the skin of the squirrel?

IV. Write a story about a squirrel or some other animal.

THE PREDICATE.

V. Examine the following sentence:

Mary | *sang.*

What word here tells what Mary did? (*Sang.*) The word *Mary* is the subject, and names the person about whom something is said. The word *sang* tells what is said about the person named by the subject.

The word or words in a sentence that tell what is said of the person or thing named by the subject, are called the *Predicate* of the sentence.

Name the predicates in the following sentences:

Birds fly. Boys play. The girl sings. John talks. Rabbits jump. Francis can read. William can write. The pitcher is on the table. President Lincoln was assassinated.

Supply subjects or predicates for these blanks:

Squirrels _____. Little children _____. Christopher Columbus _____. _____ run. _____ swim. _____ sleeps. _____ sleep. _____ eat. _____ read.

Place these sentences in diagrams like *Mary* | *sang.*

38. THE HEN.

I. In what part of the head are a hen's eyes? Describe her ears. How do they differ from a rabbit's? From a squirrel's? Describe her bill. Why is it so hard at the point? How is her body covered? With what are her legs covered? How many toes has she on each foot? Which way do they point? Why can not a hen fly far? Where does she sleep? What kind of food does she like? What enemies has she? How does she defend herself from them?

II. Tell how the hen is of value to man. How does she sometimes give trouble? What will a hen do when her chickens are disturbed? How does she call her chickens? What does she do when she sees a hawk? What do the chicks do then?

III. Write a story telling how a hen defended her chicks against a rat or a cat, or how a boy secured a suit of clothes by selling eggs, or how a girl saved the life of a chicken, which later became a useful pet.

IV. Write a story telling of the fun some children had with Easter eggs.

PREDICATES: *IS* AND *ARE*.

V. Examine the following sentences:

Mary | *is singing.* *Mary and Julia* | *are singing.*

How many persons are named by the subject of the first sentence? What is the first word in the predicate? How many persons are named by the subject of the second sentence? What is the first word in the predicate?

***Is* should be used in the predicate of a sentence when the subject names but one person or thing. *Are* should be used when the subject names more than one person or thing.**

Fill the following blanks:

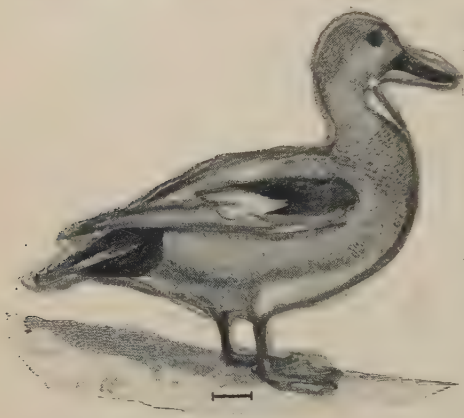
John _____ sick. The girls _____ at school. _____ was at church. _____ John and James _____ in New York? William, Henry, Samuel, and George _____ going to school. The hen's eyes _____ small. The _____ is reading a book. _____ and _____ _____ waiting for the train. _____ _____ flying kites.

Write five sentences containing *is*, each having the name of a city as subject.

Write five sentences each containing two or more names of books as subjects.

39. THE DUCK.

I. What difference is there between the head of a hen and that of a duck? Compare their bills. What difference is there between the neck of a duck and that of a hen? Where does the duck like to be? Why does it not sink? On what does it feed? Of what use are ducks?



II. Write answers to the questions in **I.**

III. Write an account of something you have seen a duck or some other bird do. Tell where it was, when it was, what you were doing before you saw it, and what you did afterward; or write the story of "The Ugly Duckling."

IV. Complete the story begun in the following lines:

Whistling to his dog, Tom bounded into the barnyard. He had gone but a short distance when he noticed a duck that seemed unable to walk. As he came near it the duck tried to waddle away, but he picked it up and found that one of its legs was broken.

SUBJECTS: SIMPLE AND MODIFIED.

V. Note the following sentences:

Mary sang in the choir.
Little Mary sang in the nursery.

What is the subject in the first sentence? The word *Mary* might be given or applied to any girl or woman; but we change its possible application when we add the word *little*.

A word added to another to change its application is called a *Modifier*.

Modifiers often consist of a group of words.

A subject that has no modifiers is called a **Simple Subject.**

In the second example *little Mary* is the **Modified Subject.**

Add modifiers to the subjects in the following sentences:

Boys run. Girls sing. Ducks waddle. Apples are good. Books please. Flowers are fragrant. Children obey. Dogs bark at street cars. Trees bend. Men work.

40. THE SHEEP.

I. What kind of coat has the sheep? Of what use is this coat to the sheep and to us? How do farmers

get the wool from the sheep's back? On what does the sheep feed? What kind of pet does it make? How does it compare in sense with the dog? With

the horse? Why do you think so? What enemies has the sheep? What means of defense?

II. Tell a story about a sheep, answering some of the above questions.

III. Write the story of "Mary and her Lamb."

IV. Write a history of wool from the time it grows on the sheep's back until it is made into some article of clothing. Give all the changes it goes through, as far as you can.

DECLARATIVE SENTENCES: ANALYSIS.

Subject.	Predicate.
Careful students	*succeed well.*

V. This is a declarative sentence. (Why?) The modified subject is *Careful students;* the predicate is *succeed well.* The simple subject is *students.*

Place each of the following sentences in a diagram as above:

The harvest moon was shining brightly. The frightened sheep were bleating. The old red house was silent. Brave General Custer died fighting nobly. The swift current was noiseless. Bright days fly swiftly. Rainy days are dreary.

41. THE GARDEN.

I. Where does the currant grow? On what does it grow? What is the usual height of the bush? What is the color of the fruit before it is ripe? After it is ripe? What is its taste? Tell some of the uses of currants.

II. Where does the turnip grow? What is its usual size? What is its shape? What is the color of the outside? Of its flesh? What part of the turnip do we eat? At what season of the year is the turnip most used? How is it usually prepared for the table?

III. Name the vegetables that furnish food from parts growing in the ground; from parts growing above the ground. Name some that contain much juice; little juice. Name those that are usually eaten raw; cooked. Name those that must be used promptly; those that may be kept until winter. Name some whose leaves may be eaten; some whose fruit may be eaten. Name those you like best.

IV. Write an account of something you planted and watched grow.

THE DECLARATIVE SENTENCE: SUBJECTS AND PREDICATES.

V. Examine the following sentences:

John runs.
John jumps.
Henry runs.
Henry jumps.

We can combine these and make one sentence out of four; thus, *John and Henry run and jump.*

The subject of this sentence is *John and Henry.* It is made up of the connected words *John* and *Henry.* The predicate of the new sentence is *run and jump.* It is made up of the connected words *run* and *jump.*

Modifiers also may be connected.

Place the following sentences in diagrams similar to this one:

John and Henry \ *run and jump.*

Boys and girls play. Girls study and recite. Americans and Europeans disagree. Hunting and fishing are sports. Mary and Julia sew and knit. Seed time and harvest bring good cheer.

Make five sentences having connected subjects. Make five having connected predicates. Make five, each having both subject and predicate connected.

42. SWIMMING AND WADING.

I. Where did you first wade or try to swim? Describe the place. The kind of day. Tell the troubles you had, if any. Have you ever used a swimming-board? How is it used? Can you float? How do you do it? Why do you think swimming or wading pleasant exercise? Is it healthful? Why?

II. Write answers to the above questions.

III. Tell a story about swimming or wading.

IV. Write of some incident in which a dog or some other animal swam; or in which some boys threw sticks into the water and sent a dog after them.

THE SUBJECT (*Continued*)

Ripe grain | *was cut.*

V. In this sentence the word *ripe* is a modifier of the subject *grain*.

Show by a similar diagram the subject and predicate of each of the following sentences. Name the modifiers:

The beautiful flowers faded. The old log cabin is deserted. The large granite building is unoccupied. The brave old soldiers won. Large birds can fly. The beautiful young girl is present. The shipwrecked sailor swam to the shore. The dainty little miss has arrived. The wide, deep river was bridged.

Make ten original sentences, the subject of each containing two or more simple word modifiers.

43. THE POTATO.

I. Give a description of the potato: its size, shape, skin, and eyes. How is it planted? Where do potatoes grow? How are they prepared for food? How many kinds of potatoes are there? Compare the sweet potato with the Irish potato.

II. Write answers to the above questions.

III. Write an account of a day spent at work in a potato field, or at some other farm work, or of a day spent in the woods or on an excursion.

IV. Give in writing full directions for preparing potatoes for food in some manner.

SUBJECT WITH CONNECTED WORD MODIFIERS.

The wise and good president was murdered.

V. In this sentence the subject *president* is modified by the two connected words *wise* and *good*.

Show by a diagram the complete subject and the predicate in each of the following sentences. Point out the subject, and tell by what it is modified:

The good-natured but careless person was blamed. The constant and unchanging sounds were heard. The wild but harmless creature was killed. The old and well-known house was burned.

Make five original sentences each containing two or more of the following words, used as modifiers of the subject:

Dry, soft, pleasant, warm, many, few, handsome, thoughtless, perfect, tough, brave, cheerful, tender, bad, happy, sure, sad, less, low, high, sweet, sour, good-natured.

44. THE FLAG.

I. How many colors are there in our country's flag? What are they? Give the colors of the stripes. How many of each color? What is the name of the blue part of the flag? (The field.) What does the field contain? How many? Why? Why are there thirteen stripes? What may cause an increase in the number of stars? What does the flag represent?

II. Write a complete description of the American flag.

III. Tell the different ways in which the flag may be honored: for example, by soldiers, by sailors, by military officers, by patriotic citizens, by school children, in parades, etc. Why is no advertising allowed on the flag? How may each of us best honor the flag in everyday life?

IV. Write a true or an imaginary story about a brave deed connected with the American flag; or tell how the flag saved the life of an American in a foreign country.

PHRASES.

V. Examine carefully the italicized words in the following sentences:

The time *of war* is over. The time *of peace* is here. The flag floated *over the fort.* The lady was looking *for her book.* William tried *to study. To be good* is *to do your duty. Reading books* is pleasant. *Tramping over the fields* is healthful.

Such expressions as *to study, to be good,* and *tramping over the fields,* are **Phrases.**

There are also other kinds of phrases.

Select the phrases in the following sentences:

The love of country leads to heroic actions. To do good should be our constant aim. The noise of the crowd drowned the cries of the child on the pavement. Climbing trees is good exercise.

Write sentences, using one of the following phrases in each:

To honor the flag, carrying coal, to study, to eat, to do, to be patient.

45. REVIEW.

I. Insert *is* or *are* in place of each of the following blanks:

A hen calls her chickens when they _____ in danger. The duck _____ in the water. The dog and the wolf _____

enemies of the sheep. There _____ ripe currants on the bush. Wading _____ enjoyed by children. A rabbit and three squirrels _____ in the barn. The colors in our flag _____ red, white, and blue. There _____ a blue field in our flag.

Tell the subject and predicate of each of the above sentences, except the two beginning with *there*.

Write three original sentences illustrating the use of the hyphen (see page 61).

II. Write the following from dictation:

The young lambs are bleating in the meadows,
The young birds are chirping in the nest,
The young fawns are playing with the shadows,
The young flowers are blowing in the West.

— *Mrs. Browning.*

Tell the subject and the predicate of each of these sentences. Tell the phrases.

Write five original sentences containing phrases.

III. Write the following from dictation, and tell why each capital, comma, and period is used:

The English house is carved, curtained, hung with pictures, and filled with good furniture. Each man walks, eats, drinks, shaves, and dresses in his own fashion. Offices, farms, and trades descend from father to son. They are full of coarse strength, rude exercise, and sound sleep.

— *Adapted from Emerson.*

Write five original sentences each containing a series.

IV. Read the following contrast, and compare it with the contrast you wrote in Lesson **37** (page 86):

The Horse and the Cow.

The horse and the cow are useful animals. They are both found in the country, but in the city horses are seen oftener than cows.

The horse is taller and more graceful than the cow, having slender legs, a longer neck, and a flowing mane. The cow is clumsy looking, and has a thick neck with no mane. Her head is shorter and broader than that of the horse, and so are her ears. They stand out from the sides of her head, while those of the horse are nearer together and extend upward. The cow has horns, which grow from her head above her ears, but the horse has none. A cow chews her cud; that is, after swallowing her food she returns it to her mouth and chews it again; the horse can not do this. The hoof of the horse is solid, while that of the cow is in two parts. Both the horse and the cow have long tails. That of the horse is bushy, being made up of long, flowing hair, while that of the cow is bushy only at the end.

THE SUBJECT (*Continued*).

V. Note this sentence:

Reading good books | *is helpful.*

The subject of this sentence is the phrase *reading good books.*

Indicate the subject and the predicate in each of the following sentences by a diagram similar to the above:

Running races is exciting. Trying to do right will be praised. To see her was to love her. To work is necessary. To do right is one's duty. To help others is unselfish. To obey the law is to do right. Popping corn is a Hallowe'en sport.

PICTURES.

46. VACATION FUN.

I. Study the picture and name all the living things shown in it. Tell what each is doing. Who are these children? Give names to them. Is their home in the city or in the country? What is shown by their clothing? Where do you think they are going? What kind of time are they having? Why? What shows that they are going fast? What are they using for a horse?

What is in the girl's lap? Which way is she looking? Why is she not looking back? Why does the boy use both hands in driving? What is in his right hand? Why does he hold out his arms?

How does the horse like the fun? What shows this? Has he ever drawn this cart before? Was this cart made to be drawn by a dog, by a pony, or by a boy?

What is the trouble with the chickens and the ducks? What shows this? What shows that this is a stony country? What water is shown in this picture?

Vacation Fun.

II. Answer in writing the questions in **I**.

III. Write the story of this picture, telling who these children are, where they live, why they are in the country, and where they got the dog and cart. Or write a story of a day spent by these children in the country, telling of other fun they had.

IV. Write a true or an imaginary story of a day you have spent in the country. Write as you would tell it to your mother or to a friend.

THE SUBJECT (*Continued*).

V. Note the following:

Reading books and writing letters | *give pleasure.*

The two connected phrases *reading books* and *writing letters* form the subject of this sentence.

Indicate by a similar diagram the subjects and predicates of the following sentences:

Chasing foxes and hunting deer were the sports of the Virginia gentleman. Running races and playing marbles are common pastimes in childhood. To eat, to drink, and to sleep are not all of life. To buy and to sell will require care. To be good and to do good will bring peace to the mind. To become president was his aim. To gild gold or to paint the lily is foolish. To have peace was the wish of the people.

47. NOT INVITED.

I. Tell a story suggested by the picture on the next page and by the following questions:

Where are the children going? What will they do to enjoy themselves? What is the matter with the little girl in the foreground? How do you think she feels? Why do you think so? How do you think the children came to the party? Do you think the little girl giving the party is rich or poor? Why do you think so?

II. Write in full answers to the above questions.

III. Tell about a children's party you once attended. Tell how many children were there, how they enjoyed themselves, the games they played, and how long the party lasted.

IV. Write a story about a little girl who was invited to a party but could not go.

THE SUBJECT (*Continued*).

The flowers on the table | *were fragrant.*

V. Note that in this sentence the subject *flowers* is modified by the phrase *on the table*.

NOT INVITED.

Show the complete subjects and predicates in the following sentences, using a diagram similar to the one on page 105. Point out the phrase modifiers of the subjects:

The birds in the air sing sweetly. The child in the street was not invited. The hands of the clock suddenly stopped. The path through the woods was overgrown with weeds. The song of the birds pleased the listening child. A thing of beauty is a joy forever. The commandment of the Lord is pure. The wisdom of the ancients is found in their writings. The game of baseball is very exciting. The wit of the speaker pleased the audience. The beauty of the place was enjoyed. The man on the wagon is sick.

48. A GOOD TIME.

I. What are the children in the next picture doing? What shows that they are enjoying themselves? Where do you think they found this part of a wagon? What were they probably doing there? Which one, perhaps, proposed that they should do this? How fast are they going? What shows this? Which children are working the hardest? Which need help? Which is the driver? Which one seems selfish? What should he be doing? Which seem to be twins? What is the dog doing? Why? What will they probably do with the wagon wheels when the fun is over? What should they do? What is the grandfather doing?

A Good Time.

II. Describe this picture, following this or a similar outline:

1. The group of children.
   - What they are doing.
   - What spirit they show.
   - The largest.
   - The smallest.
   - The others.
2. The mother.
3. The grandfather.
4. The dog and the cat.
5. The ducks and the chickens.
6. The well and the trough.

III. Write a true or an imaginary story, telling how a fort was captured, a snow-man was made, or a surprise party was given, by the united efforts of a number of children.

IV. Write a true or an imaginary account of a half hour's fun in which you were the leader.

THE SUBJECT (*Continued*).

The man of thought and of action | *will succeed.*

V. In the above sentence the subject is modified by two connected phrases, *of thought* and *of action*.

Point out the complete subject and the predicate

and also the connected phrases in the following sentences:

The time to fear and to tremble will come. The government of the people, for the people, and by the people, stands unshaken. The man for the times and for humanity was president. A boy with talent and with money may become a musician. The government by fraud and by deceit will perish.

49. FISHING.

I. What are the boys in the boat doing? Why is the small boy standing? Why is he looking so intently? Why is the fishing rod bent at the top? Why is the water about the line so disturbed? What do you think the boys have caught? Where do you think these boys live? Why do you think so? What time of year do you think it is? How can you tell? What else do you see in the picture?

II. Write the full story suggested above.

III. Tell a story about some boys who went fishing. Tell how they secured bait, where they went, what fun they had, how many fish they caught, where they ate lunch, and how they returned.

IV. Write the life story of a fish, as the fish might tell it to a boy on the bank of a stream. Tell of its

FISHING.

early life and of several of its adventures. If you prefer, tell of a kitten, dog, or some other animal.

THE CLAUSE.

V. Study the following sentences:

The wise man is careful.
The man **that is wise** *is careful.*
The man came early.
The man came **when the sun rose.**

What do we know from the word *wise?* (The kind of man that is careful.) What do we know from the expression *that is wise?* The word *wise* and the expression *that is wise* are both used as modifiers of the subject. What expression in the fourth sentence is used in the same way as the word *early* in the third sentence? (*When the sun rose.*)

Such modifiers as *that is wise* and *when the sun rose* are called **Clauses.**

A *Clause* always contains a subject and a predicate.

Point out the clauses in the following sentences:

The man that bought the house has gone. Robert Bruce, who was a brave king, became discouraged. The spider that he saw gave him hope. The soldiers that fight bravely are honored. The children that study hard will be promoted. The tree bends when the wind blows. The lesson that the little creature taught the king was never forgotten. He saw a spider as he lay thinking. I will come if I can. Each one was busy

as we sat in darkness. The boy became excited when he saw the fish. The captain shouted as he staggered down the stairs.

Insert clauses in the following sentences:

The boy _____ has gone to the store. The man _____ left early this morning. The president _____ died suddenly. The boys _____ live in a white house. George Washington _____ is honored by all true Americans. The man started _____. I will come for you _____.

Tell the subject and predicate of each clause given above.

50. A TEMPTATION.

I. Look at the next page. Why has this woman come out into the field? What shows this? How does she expect to catch the horse? What is in the sieve? Why is it necessary to offer him something to eat? Why does the horse turn his ears backward? What does he suspect? What is shown by his raised feet? What will he probably do if the woman attempts to take hold of him? Is he playful, suspicious, or inclined to do harm? Give reason for your opinion. What is shown by the appearance of the dog?

Give two or more reasons why the woman wishes to catch the horse. For what is this horse generally used?

II. Write the story of this picture, telling who the

A Temptation.

woman is, the purpose for which she needs the horse, the reason her father or brother did not come for him, and how she expects to catch him.

Tell in what ways the horse has been deceived at other times by persons who offered him something he did not like.

State whether or not she secured him, and used him for the purpose desired.

III. Write an account of something that you were led to do by promises, of an attempt made by you to catch a horse or other animal, of a temptation successfully resisted, of a day spent in the country with a dog as a companion, or of a stroll in the woods or in the city.

IV. Compare the woman in this picture with the one in the picture called "The End of the Day" (page 196), as to her hair, face, age, dress, shoes, and nationality. Compare the two horses as to color, size, condition, and daily employment.

SIMPLE CLAUSE MODIFIERS.

The boy that raised the flag / *was cheered.*

V. Place the following sentences in diagrams similar to the above. Name the clause modifiers:

The book that is on the table is a dictionary. He who is truthful is trusted. The field that had been plowed was reaped. The fire that the travelers lighted burned fiercely. He prayeth well who loveth well. The man that violates the law is punished. The pilgrims that came in the "Mayflower" suffered. The boy that fell into the stream was rescued.

Write five original sentences containing clause modifiers. Tell of a horse or of some other animal.

51. IN TROUBLE.

I. Examine the picture on the opposite page, and answer the following questions:

How many geese and chickens are in the coop? What is hitched to the cart? What has happened? Where did the geese in the water come from? Where do you think the woman in the cart is going with her load? What are the geese in the coop trying to do? What season of the year is it? How can you tell? Where has the man with the two horses been? Where is he going? How deep is this creek? How can you tell?

II. Write answers to the foregoing questions.

III. Tell of a trip you have taken in a wagon or other conveyance, or of an incident, real or imaginary, connected with a trip of this kind.

IN TROUBLE.

IV. Write a story similar to the one suggested by the picture.

THE SUBJECT A CLAUSE.

What was said | *was not heard.*

V. The subject of this sentence is the clause *what was said.*

Find the subject and the predicate in each of the following sentences, and place the sentences in diagrams as above:

Whoever is unselfish is loved. What was done was foolish. What he said was true. Where he lives was known to all. What he intended is clear. What the difficulty was is unknown. Whatever he did was well done. Whatever is spoken in secret shall be made known. Whoever sins shall suffer.

Point out the subject and predicate of each clause given above.

Write five original sentences, each having a clause used as the subject.

52. PLAYING SCHOOL.

I. Tell a story suggested by the picture on the opposite page, answering these questions:

What are the children in this picture playing? Where are they? What lesson do you think they are going to recite? Which do you like better, to play

PLAYING SCHOOL.

school or to attend school? Why? What time of year do you think it is? Why do you think so? What do you see on the ground? Which do you think is the teacher? What is she doing? What kind of teacher do you think she is?

II. Write answers to the questions in the previous exercise.

III. Did you ever play school? When? Where? Who played with you? How did you like it? Who was the teacher? Tell anything else of interest.

IV. Write a story of some children who played school, giving the place, the time of year, the lessons, and the way they played.

THE SUBJECT A CLAUSE (*Continued*).

What the boy said and what the man did | *caused excitement.*

V. Notice that the two connected clauses *what the boy said* and *what the man did* form the subject of this sentence.

Point out the subjects and predicates in the following sentences, and then place them in diagrams as above:

When the president will come and when he will leave may soon be known. What was said and what was done made a

difference in the result. Why the boy came and why the woman left became known. What we do and what we say will show what we are. What we should say and what we should do will be spoken of later.

Write two original sentences having connected clauses as subjects. Tell of children playing school.

53. CAMPING OUT.

I. Answer the following questions suggested by the picture on the next page :

Of what age are these persons? How can you tell? What kind of camp is this? What time of year do you think it is? Why do you think so? In what country do these boys live? How can you tell? Why do they need an ax? What use do you think they will make of the basket? What is the one in the tent using for a pillow? Why do boys like to go camping? How is the flag fastened? How do people spend their time in camp?

II. Write answers to the above questions.

III. Give an account of a real or an imaginary camping party. Tell who composed it, where they went, how long they stayed, how they spent the time, and how they enjoyed themselves. Or tell of some special

CAMPING OUT.

incident connected with a fishing, hunting, or boating trip.

IV. Write a story, true or imaginary, about camp life.

SUPPLYING SUBJECTS.

V. Supply simple word subjects for the following predicates:

_____ blow. A _____ bends. The _____ screams. _____ fly. An old _____ sat by the wayside.

Supply connected word subjects:

_____ and _____ play in the fields. _____ and _____ run and jump. _____ and _____ will be present.

Supply simple phrase subjects:

_____ is to be happy. _____ is to learn.

Supply clause subjects:

_____ will suffer. _____ is not known. _____ will be known in time.

54. THE BARBER.

I. Tell a story suggested by the picture on the next page and by the following questions:

Is this a real barber? Why does he hold his hand

THE BARBER.

on the boy's head? How does this boy like to have his hair cut? How do you know? Why does he shut one eye while the barber is cutting his hair? What do you suppose he is thinking? What will he do as soon as his hair is cut? What will his companions say and do to him?

II. Write answers to the above questions.

III. Write a story about having your hair cut, telling why you had it done, where you went, how you felt on the way, and why you liked or disliked it.

IV. Write about something you saw or did at a barber shop; or about having your hair dressed.

IMPERATIVE AND INTERROGATIVE SENTENCES.

V. Note the following sentences:

You come here.	*You* | *come here.*
Come here.	*x* | *Come here.*
John, you come here.	*John* / *you* | *come here*

What kind of sentences are these? (Imperative.) What is the subject of the first? (*You.*) In the second sentence the subject is also *you*, but it is not expressed. It is said to be **understood.**

The subject of an imperative sentence is usually the pronoun *you*, expressed or understood.

In the third sentence the word *John* is used to call the attention of the person addressed.

Note the following sentences:

Where is John?	*John* \ *is Where?*
Where are you going?	*you* \ *are going Where?*

What kind of sentences are these? Examine the diagrams and determine the subject of each.

In interrogative sentences the subject often either follows the predicate, or is found within it, as in the examples given above.

Point out the subjects and predicates in the following sentences, and place them in diagrams:

You go home. Go. Come. Mary, bring me the book. William, study your lesson. Come to the desk, John. When will the train start? What are you doing, boys? Why did John run? Catch me, Bessie.

Write five original imperative sentences.

Write five original interrogative sentences

Diagram the sentences you have written.

55. REVIEW.

I. Write the following from dictation, giving the reason for capitals and punctuation marks:

"Well, Bob, what do you want?"

"My name is not Bob," said Marco. "I don't see what makes everybody call me Bob."

The man made no reply to this.

"Is Mr. Ball here?" said Marco. "I want to see Mr. Ball."

"And what do you want of Mr. Ball?" said the man. "They call me Ball sometimes."

"I want to get a horse," said Marco.

"A horse!" replied Mr. Ball. "You are not old enough to be trusted with a horse."

II. Write a conversation between a girl and a woman whom she does not know. The girl comes to get two quarts of milk each evening from the woman. Have each one speak at least three times. Use the words *said*, *replied*, and *answered*. Be sure to punctuate correctly.

III. Write the following from dictation:

Look up and not down.
Look forward and not back.
Look out and not in.
Lend a hand. — *Edward Everett Hale.*

Come, little bee, to the wild rose cup.
Bring her some pollen, and then you shall sup.
Come where the five pink petals hold
A world of sweets in a heart of gold.
— *Kate Louise Brown.*

"Where did you come from, baby dear?"
"Out of the everywhere into the here."

"Where did you get your eyes so blue?"
"Out of the sky as I came through."

"How did you come to us, you dear?"
"God thought of you, and so I am here."
— *George MacDonald.*

What imperative sentences are found in these quotations? What interrogative sentences? What declarative sentences?

IV. Write a description of the picture "Camping Out" (page 122), or of some other picture.

V. What is a sentence? A declarative sentence? An imperative sentence? An interrogative sentence?

Give an example of a phrase. Make a sentence containing a clause modifying the subject.

Place the following sentences in suitable diagrams:

The bird that sang has flown. The man that saved the city has gone. Marching rapidly, the army escaped. What was done was unwise. Whoever runs may read.

STORIES AND POEMS.

56. BRUCE AND THE SPIDER.

There was once a king of Scotland whose name was Robert Bruce. The king of England was at war with him, and had led a great army into Scotland to drive him out of the land.

Six times had Bruce led his brave little army against his foes, and six times had his men been beaten. At last his army was scattered, and he was forced to hide himself in the woods.

One rainy day, Bruce lay on the ground under a rude shed. He was ready to give up all hope. As he lay thinking, he saw a spider over his head, making ready to weave her web. He watched her as she toiled slowly and with great care. Six times she tried to throw her frail thread from one beam to another, and six times it fell short.

"Poor thing!" said Bruce. "You, too, know what it is to fail."

But the spider did not lose hope with the sixth failure. With still more care she made ready to try for the seventh time. Would she fail again? No! The thread was carried safely to the beam, and fastened there.

"I, too, will try a seventh time!" cried Bruce.

He arose and called his men together. He told them of his plans, and sent them out with messages of cheer to his disheartened people. Soon there was an army of brave Scotchmen around him. Another battle was fought, and the king of England was glad to go back into his own country.

The lesson which the little creature had taught the king was never forgotten.

— *Adapted from Baldwin's "Fifty Famous Stories Retold."*

I. What was the name of the king of Scotland? What kind of man was he? Why was his kingdom in danger? How many battles had been fought? Who had been successful? How did this affect Robert Bruce? How did it affect his army? Where did Bruce go? How did he feel? What did he see? How many times did the spider try? With what success? How did this affect Bruce? What did he do?

II. Point out the things in the story that show bravery; that show perseverance; that show kindness.

III. With book closed, reproduce the story of Robert Bruce. In two or three concluding sentences tell the kind of man you think he was.

IV. Write an account of something you tried very hard to do, telling of your success or failure.

THE INTRODUCTORY WORD *THERE.*

V. Note the following sentence:

There was fun on the playground.

What is spoken of in this sentence? (*Fun.*) Then the word *fun* is the subject. What is the simple predicate? (*Was.*) It will be noticed that the subject follows the simple predicate, instead of standing before it, as is usual. This is made possible by the use of the introductory word *there*. When it is used in this way *there* is called an **Expletive.**

Place each of the following sentences in a diagram similar to the above:

There was a spider in the shed. There was a man named John. There is a lion in the way. There was much ice on

the pavement. There was a tumult in the city. There is no place like home. There have been many persons killed by worry. There are tears and love for the blue. There are love and tears for the gray. There was a Scotch patriot named Robert Bruce.

57. THE CAPTAIN'S DAUGHTER.

We were crowded in the cabin,
Not a soul would dare to sleep —
It was midnight on the waters,
And a storm was on the deep.

As thus we sat in darkness,
Each one busy with his prayers,
"We are lost!" the captain shouted,
As he staggered down the stairs.

But his little daughter whispered,
As she took his icy hand,
"Isn't God upon the ocean,
Just the same as on the land?"

— *James T. Fields.*

I. Read the poem carefully. Tell all you can about the effects of a severe storm. Who were crowded in the cabin? Why? Why did they not dare sleep? Why did they fear the storm? Why were they busy with their prayers? Where had the captain been? What had he been doing? Why did he come down? Why did he shout? Why stagger? Why would it be worse for the captain to give up than for any

other? Why was his hand icy? What did his daughter mean?

II. Write the poem from dictation and commit it to memory.

III. Write the story in your own words. In conclusion, tell what it teaches.

IV. Write an account of a storm that you have seen.

THE DECLARATIVE SENTENCE: THE MODIFIED PREDICATE.

John | *was speaking rapidly.*

V. What is the simple predicate of this sentence? (*Was speaking.*) By what is it modified? (By the word *rapidly.*)

Point out the complete subject and the complete predicate in each of the following sentences. Place each sentence in a diagram similar to the above:

The bird sang sweetly. The place was lighted brightly. The Mississippi rose rapidly. The old man spoke slowly. The little boy cried bitterly. The fort was carried quickly. The work is progressing slowly. William Jones has been praised often. General Jackson marched rapidly. The telegraph wires were repaired speedily. The passengers were greatly frightened.

58. GRACE DARLING.

It was a dark September morning. There was a storm at sea. A ship had been driven on a low rock off the shores of the Farne Islands. It had been broken in two by the waves, and half of it had been washed away. The other half lay yet on the rock, and those of the crew who were still alive were clinging to it.

On one of the islands was a lighthouse; and there, all through that long night, Grace Darling had listened to the storm.

Grace was the daughter of the lighthouse keeper, and she had lived by the sea as long as she could remember.

"We must try to save them!" she cried. "Let us go out in the boat at once!"

"It is of no use, Grace," said her father. "We can not reach them."

"We can not stay here and see them die," said Grace. "We must at least try to save them."

In a few minutes they were ready. They set off in the heavy lighthouse boat. At last they were close to the rock, and now they were in greater danger than before. But after many trials Grace's father climbed upon the wreck, while Grace herself held the boat. Then, one by one, the worn-out crew were helped on board. Her father climbed back into his place. Strong hands grasped the oars, and by and by all were safe in the lighthouse.— *Adapted from Baldwin's "Fifty Famous Stories Retold."*

I. Read the story. When did this incident occur? Describe the effects of the storm at sea. What had happened to the ship? To the crew? What is a lighthouse? What is it for? How is it kept? What kind of life do the lighthouse keepers lead? Tell what

kind of things Grace probably learned to do. What kind of girl was she? What did she hear during the night? What did she see in the morning? What did she want to do? Why did her father object? Was he less anxious than Grace to save the men? Why did he know the danger better? How did Grace persuade him? What was the result? What shows that Grace was brave? Tender-hearted? Skillful?

II. Write the story of Grace Darling, using your own words.

III. Write an imaginary story, telling of the brave deed of a boy or a girl living near the sea.

IV. Write an account of a brave deed of which you have known, heard, or read.

THE MODIFIED PREDICATE (*Continued*).

The man | *spoke eloquently and forcibly.*

V. What words tell how the man spoke? In this sentence, therefore, the predicate *spoke* is modified by the two connected modifiers *eloquently* and *forcibly*.

Indicate the subject and the predicate of each of the following sentences by a diagram similar to the one given. Name the modifiers of each predicate:

Old Mr. Harris moved rapidly and silently. The little girl came timidly, respectfully, and hopefully. The artist painted rapidly and boldly. William Tell fought bravely, skillfully, and successfully. The work will be finished speedily and thoroughly. Silently, rapidly, and cheerfully the work went forward. Grace Darling acted quickly and firmly.

59. NIGHT.

The night has a thousand eyes,
And the day but one;
Yet the light of the bright world dies
With the dying sun.

The mind has a thousand eyes,
And the heart but one;
Yet the light of a whole life dies
When love is done.

— *Francis William Bourdillon.*

I. Read the poem carefully. What is meant by the eyes of the night and the eye of the day? Which gives the more light? What difference in the effect when each goes out? Have you ever seen the eyes of the night wink or twinkle? What is meant by the "dying" sun? What happens when the sun goes down? When the stars appear? What is twilight?

II. Write the poem from dictation.

III. Tell in your own words about the eyes of the

day and of the night, or tell of a walk or ride you have taken when the stars were shining.

IV. Write at least ten sentences telling of the games and other amusements suited to twilight hours, or telling how you spent some twilight hour.

THE MODIFIED PREDICATE (*Continued*).

V. Note the following sentences:

The President came by rail. He came to the capital.

How did the President come? (By rail.) Where did he come? (To the capital.) *By rail* and *to the capital* are simple phrases modifying the predicate *came.*

Name the phrase modifiers of the predicate in the following sentences:

The Old North Church stands in Boston. The little bird sat on the tree and sang. The old minister looked with kindly eyes upon the little ones. The little brook flowed in silence. By working steadily we finished the task. In silence the Indian followed his foe. The party traveled by boat. The light of the world dies with the dying sun. You should return the composition to its owner, after it is marked. This attaches a special interest to the pupil's work. It stimulates him to greater effort. She puts her request in writing. The place is greatly beautified by its tasteful surroundings. You will learn fast by obeying directions.

60. ARNOLD WINKELRIED.

A great army was marching into Switzerland. The soldiers would make slaves of the people. The men of Switzerland knew this. They knew that they must fight for their homes and their lives. Every soldier was fully armed. What could the poor country people do against such foes as these?

"We must break their lines," cried their leader, "for we can not harm them while they keep together."

The bowmen shot their arrows, but they glanced from the soldiers' shields.

"If we can not break their ranks," said the Swiss, "we have no chance, and our country will be lost!"

Then a poor man, named Arnold Winkelried, stepped out.

"On the side of yonder mountain," said he, "I have a happy home. There my wife and children wait for my return. This day I will give my life for my country."

With these words he ran forward.

"Follow me," he cried to his friends. "I will break their lines, and then let every man fight as bravely as he can."

He had nothing in his hands, neither club, nor stone, nor other weapon. But he ran straight onward to the place where the spears were thickest.

"Make way for Liberty!" he cried, as he dashed into the lines.

A hundred spears were turned to catch him upon their points. The soldiers forgot to stay in their places. The lines were broken. Arnold's friends rushed bravely after him. They had no thought of fear, and they won at last.

— *Adapted from Baldwin's "Fifty Famous Stories Retold."*

I. What was the danger to Switzerland? What was about to happen to the people? For what were the

men of Switzerland fighting? How did their army compare with that of the enemy? What did the bowmen do? With what result? What was tried next? With what success? Then what happened?

II. Tell in class, in your own words, the story of Arnold Winkelried. Also tell stories of other brave men who have died for their country.

III. Tell all you can about the kind of man Arnold Winkelried was; how you think he would treat his animals; whether he was kind to his children; and how much he loved his country, as shown by things told in the story.

IV. Write the story of a brave deed, real or imaginary, done by a boy or a girl.

THE MODIFIED PREDICATE (*Continued*).

We ⌒ *moved in darkness and in silence.*

V. Notice that in the above sentence the predicate is modified by the two connected phrases *in darkness* and *in silence*, instead of by one.

Name the phrase modifiers of the predicate in each of the following sentences:

The old soldier fought in France and in Spain. The long and difficult sentence was written on paper and on parchment. The text will be found in Mark and in John. The sun was shining on field and on forest. We parted from our companions with sorrow but with hope. Arnold Winkelried is honored at home and in all lands.

Make five original sentences containing phrase modifiers of the predicate. Show by a diagram the complete subject and predicate of each. If you wish, write of Arnold Winkelried.

61. THE ARROW AND THE SONG.

I shot an arrow into the air,
It fell to earth, I know not where;
For, so swiftly it flew, the sight
Could not follow it in its flight.

I breathed a song into the air,
It fell to earth, I know not where;
For who has sight so keen and strong
That it can follow the flight of song?

Long, long afterward, in an oak
I found the arrow, still unbroke;
And the song, from beginning to end,
I found again in the heart of a friend.

—*Henry W. Longfellow.*

I. Describe a bow and an arrow. Who uses a bow? How is an arrow shot? Tell how this arrow went

and what happened. What, in the second stanza, corresponds to the arrow? What to the bow? What became of the real arrow? Where was the song found at last?

II. In your own words tell the story of the poem.

III. Write a story about a boy, or an Indian, with a bow and arrow, or about William Tell.

IV. Write this poem from dictation, and commit it to memory.

THE MODIFIED PREDICATE (*Continued*).

The man | *came when he heard the noise.*

V. What is the modified predicate in this sentence? (*Came when he heard the noise.*) What is the simple predicate? (*Came.*) By what is it modified? (By *when he heard the noise.*) What do we call such expressions? (Clauses.)

Diagram the following sentences in a similar way, and point out the clauses and the predicate of each:

The light of life dies when love is done. When the battle was over his friends hurried to his aid. There was not a Spartan left when the sun went down. The nation mourned when its president was assassinated. Where thou goest, I will go. Where thou diest, I will die. Ruth went with Naomi when she returned

to her home. The gentleman walked that the lady might ride. We shall suffer punishment if we violate law. I found the arrow where it had fallen.

62. SIR PHILIP SIDNEY.

A cruel battle was being fought. The ground was covered with dead and dying men. The air was hot and stifling. The sun shone down without pity on the wounded soldiers lying in the blood and dust.

One of these was a nobleman whom everybody loved for his gentleness and kindness. Yet now he was no better off than the poorest man in the field. He had been wounded, and would die. He was suffering with much pain and thirst.

When the battle was over his friends hurried to his aid. A soldier came running with a cup in his hand.

"Here, Sir Philip," he said, "I have brought you some clear, cool water from the brook."

The cup was placed to Sir Philip's lips. Then his eyes met those of a dying soldier who was lying on the ground close by. The wistful look in the poor man's face spoke plainer than words.

"Give the water to that man," said Sir Philip quickly; and then, pushing the cup toward him, he said, "Here, my comrade, take this. Thy need is greater than mine."

— *Adapted from Baldwin's "Fifty Famous Stories Retold."*

I. Tell about the battle, the dead, and the dying. What time of year was it? What effect did the sun have on the wounded soldiers? Who was among the wounded? How did every one regard him? Why? Describe his condition. What did a soldier bring him? What did Sir Philip say and do?

II. Write this story in your own words, at the end telling the kind of man Sir Philip Sidney was.

III. Tell of an act of kindness you once saw.

IV. Write an account of a brave deed done by an American soldier or sailor.

THE MODIFIED PREDICATE (*Continued*).

The community | *was peaceful because the robbers had been caught and their companions had fled.*

V. In the above sentence the predicate is modified by the two connected clauses *the robbers had been caught* and *their companions had fled.*

Point out the connected modifiers of the predicate in each of the following sentences, and place each sentence in a diagram similar to the one given:

We shall be safe even if the winds blow and the storms arise. The audience were excited when the good news came and the story was told. The strongest held his breath when we were crowded in the cabin and the Breakers talked with Death. The delighted boy listened quietly until the music ceased and the audience began to leave. All nature rejoices when spring comes and the flowers bloom. We have delightful music at our house when John sings and Mary plays the piano. We are going home when Henry catches the horse and John harnesses him.

63. GAELIC LULLABY.

Hush! The waves are rolling in,
White with foam, white with foam;
Father toils amid the din;
But baby sleeps at home.

Hush! the wind roars hoarse and deep, —
On they come, on they come!
Brother seeks the wandering sheep,
But baby sleeps at home.

Hush! the rain sweeps o'er the knowes,[1]
Where they roam, where they roam;
Sister goes to seek the cows,
But baby sleeps at home.

I. What causes the waves and foam? What is the father doing? What makes the din? What is the baby doing? Why are the sheep wandering? What is the brother trying to do? Why? What is the sister doing? Where are father, brother, and sister? Where is the baby?

II. Write the poem from dictation.

III. Tell the story of a time when you were safe at home, and a storm was raging outside.

IV. Write an account of what the father, brother,

[1] Knolls, little hills.

and sister were doing, and of what the baby was doing at home.

ATTRIBUTE COMPLEMENTS.

V. Examine the following sentences:

Henry is cold.
Washington was a patriot.
Trumbull was an artist.

Omit the word *cold* from the first sentence. This makes it incomplete. The word *cold* fills out or completes the statement. It is called an **Attribute Complement.**

Phrases and clauses also can be used as attribute complements.

Point out the attribute complements in the following sentences:

John is a boy. The day is warm. The night is cool. These apples are sweet. He was called William. The boy was called Charles. Victoria was crowned queen. He was made governor. His desire is to learn. The lady is friendly.

64. THE BRAVE THREE HUNDRED.

All Greece was in danger. A mighty army led by the king of Persia had come from the East, and in a few days would be in Greece. The king had sent messengers into every city and

state, bidding them give him earth and water in token that the land and the sea were his.

But they said:

"No! we will be free!"

There was only one way by which the Persian army could enter Greece, and that was a narrow path between the mountains and the sea. This pass was guarded by Leonidas, the king of the Spartans, with three hundred Spartan soldiers.

Soon the Persian soldiers were seen coming. Leonidas and his Spartans held their ground. Some one brought them word that there were so many Persians that their arrows darkened the sun.

"So much the better," said the Spartans; "we shall fight in the shade."

But one by one the Spartans fell. At last their spears were broken; yet still they stood side by side, fighting to the end.

All day long the army of the Persians was kept at bay. But when the sun went down there was not one Spartan left alive. Yet Greece was saved.

— *Adapted from Baldwin's "Fifty Famous Stories Retold."*

I. What was the danger to Greece? What did the Persian army expect to do? How must they enter Greece? Who guarded this pass? How many Persians were there? How many Spartans? What word came to the Spartan soldiers? What did they reply? What was the outcome of the battle? Could so small a number hold back an army now? Give the reason for your answer.

II. Write this story, giving the main facts.

III. Tell a true or an imaginary story of a brave deed done in a recent war; or the story of the Spartan boy and the fox he had stolen.

IV. Write the story of a brave deed done by some one you know; or an imaginary story of a brave deed done by some one not a soldier.

ATTRIBUTE COMPLEMENTS (*Continued*).

She | *is noble and true.*

V. In this sentence the two words *noble* and *true*, combined, form the attribute complement.

Show by a diagram the complete subject and the complete predicate in each of the following sentences. Point out the attribute complements:

He is wise and good. Lady Henderson was beautiful and graceful. His delight was to swim and to hunt. The reply of the man was, "We will leave and you may come." His favorite amusements were jumping and rowing. The names of the trio were Clay, Calhoun, and Webster.

65. REVIEW.

I. Write two original sentences containing the expletive *there*. Write two original sentences having word modifiers of the predicate. Write two original

sentences each containing two connected modifiers of the simple predicate. Write two sentences each containing phrase modifiers of the predicate. Write two original sentences each having clause modifiers of the predicate. Write two original sentences each having attribute complements.

II. What two uses of the apostrophe have you learned?

Write the following from dictation:

The captain's daughter said, "Isn't God upon the water?" The cup was placed to Sir Philip's lips. But mamma's baby sleeps at home. Bruce's army had met defeat six times. Longfellow's poem, "The Arrow and the Song," voices an important truth. Grace Darling's courage saved men's lives. Robert Bruce's country was saved by a spider's web.

Show possession in the following by the use of a phrase instead of the apostrophe and *s;* as, *the boy's sister: the sister of the boy.*

England's king; Arnold Winkelried's friends; the baby's blue eyes; the sun's heat; Benedict Arnold's treason; the dog's growl; a soldier's honor; Sir Philip Sidney's unselfishness; the child's cry; God's love.

III. Write the following from dictation, and then write them using the uncontracted forms:

Where there 's a will, there 's a way. It 's known that he 'll be glad to come. Who 'd know if we did it? What 'll you do about

it? The teacher 'll let us go. I 'd be glad to go if he 'd only let me. We 're going home now. They 're coming this evening. Didn't you know they wouldn't be here? I won't say that I didn't know. I don't know; you don't know; we don't know; they don't know; *but*, he doesn't know.

IV. Write the following from dictation, using first the abbreviation and afterwards the full form:

Gen. U. S. Grant; Col. Newcome; Maj. Pendennis; Lieut. Hobson; Rev. James Parker; Dr. Watson; Prof. Huxley; Capt. Davis; J. W. Blair, D.D. Trains leave at 9 a.m. and 3 p.m. The comet was seen 29 B.C. The goods will be delivered F.O.B. the cars at New York. Mark the package C.O.D. Lieut. Jenkins was killed on the "Maine." Gov. White will not approve the action.

Write the abbreviations of the following:

Answer; bushel; barrel; doctor of divinity; Pennsylvania; California; Ohio; New York; Connecticut; Virginia; South Carolina; Kentucky; mountain; river; county; free on board; rural free delivery; quart; pint.

V. Complete the following story:

Before Captain Taylor started for Cuba with his company, he had said to Jennie, his ten-year-old daughter, "My brave girl must take good care of mamma and the baby," and she had answered, "All right, papa, I'll do the best I can."

A month had passed and nothing unusual had occurred, when one stormy night she was awakened by her mother calling, "Jennie, oh, Jennie, come quick!"

LETTERS.

66. THE COMPLETE LETTER FORM.

HEADING.

50 Broadway, Buffalo, N.Y.,
Nov. 20, 1902.

SALUTATION.

My Dear Father:

BODY OF LETTER.

I expect to leave here on Tuesday evening and to be at home in time for Thanksgiving dinner. I have had a good time at Uncle Joe's and shall tell you all about it when I reach home.

CLOSING PHRASE.

Your son.

SIGNATURE.

James.

I. Copy the above letter, omitting the names of the parts.

II. Write a similar letter from your own home to a different person, and dated at some other time.

III. Write headings, salutations, closing phrases, and signatures for the following letters:

A letter from Franklin H. Jones, living at 41 Vincent Avenue, St. Louis, Missouri, to his son William H. Jones, living at 1987 Farview Street, Chicago, Illinois, dated to-day.

A letter from William H. Jones to Franklin H. Jones, dated four days later.

A letter from William H. Jones to his brother Albert, who is attending Columbia University in New York City, dated October fifth of this year.

A letter from Joseph Addison Spenser to his school friend Richard Steele Dryden. Spenser lives on Rural Free Delivery Route No. 3, Mayville, Chautauqua County, New York, and Dryden lives in New Salem, Fayette County, Pennsylvania. Date it to-day.

A reply to the above, dated one week later.

IV. Write headings, salutations, closing phrases, and signatures for original letters to two of your friends, to your grandfather, to an aunt, and to a cousin.

OBJECT COMPLEMENTS.

V. Examine the following sentences:

The ball | *struck* | *Mary.*
William | *saw* | *James.*
He | *ate* | *apples.*

In the first sentence the word *Mary* completes the statement by telling whom the ball struck. What does the word *James* do ? The word *apples ?*

Words used in this way are called **Object Complements.**

Object complements may be words, phrases, or clauses.

Find the object complements in the following sentences:

The boys play ball. The cat can see the mouse. The man called the dog. Boys can climb trees. The girl likes writing. The old man carries a cane. The driver uses a whip. Large horses draw heavy loads.

67.

I. Write a heading and salutation suitable for a letter to your cousin, your mother, a friend, your teacher, your uncle, your aunt, a schoolmate, a business man.

II. Write closing phrases and signatures suitable for the above letters.

III. Write a letter to a friend, telling about your school. Use the complete form of letter, as shown on page 149.

IV. Write a letter describing your room at home.

OBJECT COMPLEMENTS (*Continued*).

We | study | grammar and arithmetic.

V. The words *grammar* and *arithmetic*, connected, complete the meaning.

Point out the connected object complements in the following sentences:

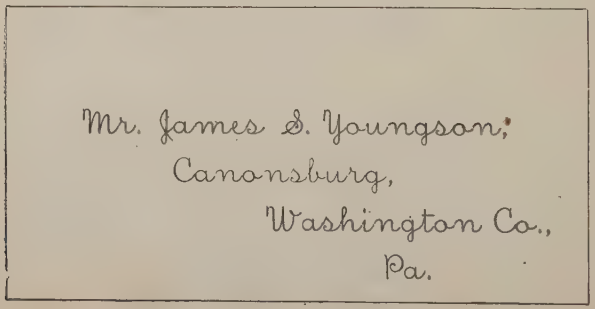
Carrie invited Anna and Julia. Peter caught William and John.

Place the following sentences in diagrams similar to the one on page 151:

James visited New York and Boston. Thomas saw Samuel, William, and Peter. The farmer raises corn and potatoes. The baker sells bread and biscuit. The travelers saw rain and hail. The visitor heard music and laughter. We brought bread, butter, and coffee. The storekeeper sold pins, needles, and thread. The soldiers followed Grant, Sherman, and Sheridan. The teacher called Mary, Blanche, Ellen, and Susan.

68. THE ENVELOPE.

I. In addressing an envelope to a town or village use this form:



In addressing an envelope to a city use this form:

American Book Company,
100 Washington Square,
New York,
N.Y.

How do these forms differ? What abbreviations are used? What punctuation follows each? What capital letters are used? In addressing a letter to a person living on a rural free delivery route, use the form given for city letters, putting *R. F. D., No.* —— (insert the proper number), in place of the street and number.

II. Cut slips of paper $6\frac{1}{2}$ by $3\frac{1}{2}$ inches (the ordinary size of a business envelope) and address them as envelopes for the letters called for in Lesson **66**.

III. Address envelopes to the following persons, using the necessary abbreviations:

Jas. G. Gordon, who lives in Hartford, Connecticut, at 39 Page Street.

Mrs. A. S. Jackson, Kinkora, Burlington County, New Jersey.

Captain F. H. Hudson, Care of Messrs. Gage & Company, Portland, Maine.

Messrs. Scott, Burns & Co., 300 Beacon St., Boston, Mass.

Doctor S. H. Jonson, Rural Free Delivery Route Number 1, Marion, Ohio.

J. W. Blair, Doctor of Divinity, who lives at 19 Jackman Street, Brooklyn, New York.

Professor Samuel O. Kornblum, 1234 Walnut Street, Philadelphia, Pennsylvania.

J. F. Burkey, Esquire, 1700 Pennsylvania Avenue, Washington, District of Columbia.

Colonel James D. Patterson, Commandant of Cadets, University of Ohio, Columbus, Ohio.

IV. Write a letter telling the story of a day. What day was it? How did you pass the time? Did you make any person happy? How? Address an envelope to your father at your own home.

OBJECT COMPLEMENT A PHRASE.

The hunter | *liked* | *to tell stories.*

V. In this sentence *to tell stories* is a phrase, and is the object complement of *liked*.

Place the following sentences in diagrams as above:

The faithful dog tried to catch the wolf. The soldiers attempted to storm the fort. The queen of Sheba wished to see Solomon. She wished to test and to puzzle him. Columbus undertook to reach India. John wanted to speak to Mary. Henry liked to sing songs.

69.

I. Write to a friend, and describe your home. First tell of the appearance of the street or road and of the outside of the house. Then tell of the inside of the house.

II. Write a letter to your mother about a walk through the woods. What birds, flowers, etc., did you see? What sounds did you hear? How did the forest look? How did you feel? Why?

III. Write a letter to a friend about something that happened to you during the last month.

IV. Write a letter about a walk through a city or village street, or along a country road, mentioning whatever especially interested you, and telling why. Exchange papers, and mark errors as heretofore.

OBJECT COMPLEMENT A CLAUSE.

The prodigal | *said* | *"I will arise."*

V. *I will arise* is a clause, and is the object complement of *said*.

Place the following sentences in diagrams:

The captain shouted, "We are lost!" You can not tell where I am going. I do not know what he said. We heard what was done. We know who did it. The choir sang, "There is a land of pure delight." He guessed what the maiden said. "You are a brave man," said the officer. I promise that you may ride to-morrow.

Write two original sentences each having a simple clause used as an object complement.

70.

I. Write a letter to your grandfather, telling him about your examinations and your promotion in school. Tell him about your new room and the studies you now have.

II. Write a letter about a ride in the country. Why did you enjoy it? What did you see that interested you? How would you like to live on a farm? Why?

III. Write a letter to your aunt about the new class to which you have been promoted. Tell her about the teacher and your studies.

IV. Write a letter telling about some interesting thing that you observed on your way to school recently.

OBJECT COMPLEMENT CLAUSES.

Philip Green | *said* | "*I will walk and Paul may ride.*"

V. In the above sentence the object complement of *said* is the two connected clauses, *I will walk* and *Paul may ride.*

Diagram the following sentences as above:

The Great Teacher said, "My sheep know my voice, and they follow me." "I am master here and you know it," said the captain. "We must try to save those sailors, and we must do it now," said Grace Darling. Ye know not who I am, nor whither I go. I heard what she said and what he answered.

PART III.

PARTS OF SPEECH.

OBSERVATION.

71. GRAIN.

I. What grows when a grain of wheat is planted? What grows on this stalk? Tell how each grain is protected. How is wheat harvested? How are the grains obtained from the head of wheat? What do we get from the grains of wheat? How? What is done with the straw?

II. Give a history of a grain of wheat from the time it is planted until the flour is made into bread.

III. How does the corn stalk differ from the wheat stalk? What is done with the corn stalk after the corn is gathered? Tell the uses of corn.

IV. Write a true or an imaginary story about popcorn or about popping corn.

PARTS OF SPEECH.

V. Examine the following sentences:

Many hands make light work.
The boy stands in the light.
Never fish in troubled waters.
The fish could not be caught.

Find four words in these sentences that name objects. Find two that express action. Find two that do not name objects and that do not express action. From these examples we see that words are used differently. We can arrange them into classes according to their use in sentences. Thus, the word *light* in the first sentence expresses a different idea from the word *light* in the second. The same is true of the word *fish* in the third and fourth sentences.

The classes into which words are divided according to their use are called *Parts of Speech.*

72. THE ORANGE.

I. You have an orange before you. Draw an outline of it. What is the color of the orange? How does the skin of the orange differ from that of the apple? Peel the orange. What other difference be-

tween this skin and that of the apple? In what particulars are the apple and the orange alike? Separate the orange into its different sections. How many sections are there? Draw an outline of one section. How is each section covered? What is the flesh of the orange like? Where are the seeds? What kind of oranges have no seeds?

II. In what part of the world do oranges grow? Tell anything you know about orange blossoms. On what occasions are they often used? What two states furnish most of the oranges used in this country? How are oranges usually shipped? Describe, if you can, a navel orange. The orange tree has on it, at one time, blossoms, green fruit, and ripe fruit. How does it in this respect differ from the apple tree?

III. Write a complete description of an orange, answering as many as possible of the above questions.

IV. Compare the orange and the apple as to shape, color, seeds, skin, flesh, and uses; or write of a person who was pleased or made happy by means of an orange.

THE NOUN.

V. Examine the following sentences:

The little child was delighted with the orange.
She said, "Thank you, Clara."

Select the words in these examples that name something.

A word that names something is called a *Noun.*

Make a list of five nouns that are names of things you eat. Five that name things we wear. Five that name things in school. Write five sentences each containing the name of something seen on the way to school.

73. THE LEMON.

I. Draw an outline of a lemon. How does it differ in shape from an orange? What is the color of the lemon? How does the skin of the lemon differ from that of the apple and of the orange? In what particulars are the lemon and the apple alike? The lemon and the orange? How does the lemon taste? How does the skin taste? Where are the seeds?

II. In what part of the world do lemons grow? Tell anything you know about the way lemons grow. What are the various uses made of lemons?

III. Write a complete description of a lemon, answering as many as possible of the above questions. Compare the lemon and the orange as to color, shape, flesh, taste, and uses.

IV. Write an account of a real or an imaginary occasion on which you visited the parks or the country and had a pleasant time.

COMMON AND PROPER NOUNS.

V. What name can be given to every infant? (*Baby.*) What can we call every boy and girl attending school? (*Pupil.*) What name is given to the place in which most persons live? (*House.*)

Babies, *pupils*, and *houses* are classes of objects.

A name that can be applied to each one of a class of objects is called a *Common Noun.*

What is the first month in the year? What are the names of the other months? Why do we give a separate name to each month? (To tell or distinguish it from the others.)

A word used as the name of an object to distinguish it from all others of the same class is called a *Proper Noun.*

A proper noun is a particular name. How should it begin? (See page 34.) How should a word derived from a proper name begin?

Write five names of persons. Five of cities. Five of rivers.

Write a sentence containing the names of a person, a city, a state, and a river.

74. PEPPER AND SALT.

I. Give several uses of pepper and salt. Describe a grain of pepper, which your teacher will show you. In what countries does black pepper grow? What is their climate? Name the different kinds of pepper. Which kind grows in this country? What is the difference between black pepper and white? Compare black and Cayenne pepper. Why should pepper be used sparingly?

II. Compare the different ways in which pepper and salt are used. Describe two ways in which salt is obtained. Where in this country is salt most abundant? What two things does salt look most like? Compare salt with sugar, in appearance and taste. With snow.

III. Take a glass of water, filled to the brim, and see how much salt you can add, gradually, without causing the water to overflow. Then take a little of this water, place it in a pan, add a handful of salt, and boil it until the water has evaporated. Write a complete account of what you have done and seen, and of the result.

IV. Write of a real or an imaginary occurrence in which salt was mistaken for sugar.

NOUNS: GENDER.

V. Note the following sentence:

Boys, girls, men, and women like oranges.

Name the nouns in this sentence. To what class of people do boys and men belong? (Males.)

Nouns used as the names of males are of the *Masculine Gender.*

To what class of people do girls and women belong? (Females.)

Nouns used as the names of females are of the *Feminine Gender.*

Nouns used as the names of objects which are neither male nor female are of the *Neuter Gender.*

To which class of persons may we give the name *parent?* (To either a male or a female.)

Nouns which denote either males or females are of the *Common Gender.*

Make a list of ten nouns of the masculine gender. Ten of the feminine. Ten of the neuter gender.

Select all the proper nouns in "Bruce and the Spider," pages 128, 129.

75. COAL.

I. Place a small lump of coal on the desk. What color is it? Describe its appearance, telling about

its shape, surface, and luster. How is it obtained? Where? What is it used for? Describe fully how it is used. What three things are produced when it burns? Which are useful? In what way?

II. Write about coal, answering the above questions.

III. Give a list of the things necessary to build a fire and describe how each should be used.

IV. Write a story, true or imaginary, of a person who was made happy by a present of a load of coal.

GENDER (*Continued*).

V. Make lists of the nouns denoting males and females in the following sentences, thus:

Masculine.	Feminine.
Man	Woman
Hero	Heroine
Rooster	Hen

The men are gathering apples and the women are watching them. The boys employed in the store earn more money than the girls. The rooster crows and the hen clucks. My uncle likes black pepper; my aunt prefers white. The actor was a firm friend. The actress was mistaken in her judgment. The hero saved the life of the heroine. The man-servant left and the woman-servant remained.

Compare the first four pairs of words in your list. Are they alike or different? From what you have discovered complete the following sentence:

We indicate some male and the corresponding female objects by using _____ words.

What difference do you notice between the words *actor* and *actress?* (They have different endings.)

Complete the following sentence:

We indicate some male and the corresponding female objects by using words having _____ _____.

Compare the words *man-servant* and *woman-servant.*

Make a statement showing how male and the corresponding female objects are distinguished in this case.

Complete the following sentence·

We indicate males and females by using _____ words, by words having _____ _____, and by prefixing _____ _____.

76. THE WATCH.

I. Place a watch on the desk. Describe it, giving its size, shape, color, weight, and the materials of which it is made. What is it used for? How is the time indicated? How many hands are there? What is each used to indicate? What is the shape of the dial? How many figures on the face of the dial? Write the figures just as they appear on the dial.

II. Write a description of a watch, answering the above questions.

III. Mention as many things as you can that are used in the manufacture of watches, and tell how each is used.

IV. Write a story about a boy or girl that received a watch as a reward.

NOUNS: NUMBER.

V. A teacher said to her school, "John may take charge of the boys to-day, and Mary may attend to the girls."

How many boys did she appoint? (One.) How many girls? (One.) How many boys and girls were to have John and Mary as leaders? (More than one.)

Nouns that denote but one are in the *Singular Number.*
Nouns that denote more than one are in the *Plural Number.*

What is the plural of the noun *boy?* (*Boys.*) What is added to the singular to make it plural? (The letter *s.*)

Complete the following statement:

Some nouns form their plurals by _____ _____ to the singular.

What is the plural of *sash?* Of *church?* Of *box?* What is added to the singular of each of these to form the plural?

Complete the following statement:

Some nouns form their plurals by _____ _____ to the singular.

We combine these statements into the following:

Most nouns form their plurals by adding *s* or *es* to the singular.

We add *es* when the last sound of the word will not unite with the sound of *s*.

Form the plural of each of the following words according to the rule:

Apple, peach, plum, pear, orange, horse, house, car, team, cow, bench, rule, coach.

77. THE PEANUT.

I. Describe a peanut. Draw a sketch of it before it is opened and afterwards. Where does it grow? What vegetable does it resemble in its manner of growth? How is it prepared for use? In what ways is it used? What color is the shell? The skin of the kernel? The kernel itself? Describe the kernel. How is it divided?

II. Write a description of a peanut, answering the above questions.

III. Tell what animals are fond of peanuts, and how they eat them. Compare a peanut with a hickory nut as to size, shape, hull, kernel, and uses.

IV. Write a story about a peanut. Or write a story about a nutting party. Tell who composed it, where they went, how they secured the nuts. Tell of any interesting incident that occurred.

NOMINATIVE CASE.

V. What is the subject of a sentence? (See page 86.)

When a noun follows the verb and refers to the same person or thing as the subject, what is it called? (Attribute complement. See page 144.)

A noun used as the subject of a sentence or clause is in the *Nominative Case.*

A noun used as an attribute complement is in the same case as the subject of the verb it follows.

Name the nouns in the nominative case in the following sentences and tell why each is in that case.

Flowers bloom. The man is an artist. The lady is Mrs. Brown. James was a hunter. John reads and Mary writes.

The man was called Henry. Lafayette was a Frenchman. William can not become a doctor.

Write five original sentences, using nouns in the nominative case as subjects.

78. WATER.

I. Where does rain come from? In what other forms does water fall to the earth? In what different ways is water used in your home? What additional uses has it for the farmer? Of what use is it to animals? To the grass and flowers? Of what use to the manufacturer? To the ship-owner? What would be the result if no rain should fall for five years?

II. Write an account of an experience of your own in playing with water.

III. Write an account of fun you have had with snow.

IV. Write an account of an experience on the ice.

POSSESSIVE CASE.

V. Note the following sentence:

One boy's hat was lost but the other boys' caps were safe.

What are the two uses of the apostrophe (')? (See pages 24–26, 29.) Which one is shown here?

Nouns that denote possession or ownership are in the *Possessive Case.*

We show possession or ownership in singular nouns by placing the apostrophe and *s* ('s) at the end of the noun.

In plural nouns we show possession in the same way unless the noun ends in *s*. Then we use only the apostrophe; as, *a boy's hat; men's hats; boys' hats.*

Write the possessive singular and plural of each of the following nouns:

Man, girl, woman, dog, cow, duck, goose, bird, mosquito, snake, toad, Charles, singer, man-servant, child, father, mother, brother.

A noun in the possessive case is always a modifier, and belongs to another noun.

Point out the possessive nouns in the following sentences; tell whether they are singular or plural, and what each modifies:

The pupil's book is new. The pupils' work is excellent. James's home is in the country. The doll's hair is not curly. Have you read "Santa Claus's Partner"? John's slate is broken. Girls' bonnets are beautiful. Men's clothes are very expensive. Scott's novels are interesting. "Helen's Babies" is very entertaining. David's arm is broken. Mary's rose bloomed early.

79. VEHICLES.

I. Name the different things on which people and freight are taken from one place to another. Of these which are moved by men? By horses or oxen? By steam? By electricity? What advantages and disadvantages has each of these vehicles? What dangers may be met in the use of them? For which of these are we indebted to James Watt? To Robert Fulton?

II. Give an account of a real or an imaginary accident to a wagon, a carriage, a bicycle, or some other vehicle.

III. Write an account of a pleasant experience, real or imaginary, that you have had in a carriage, a street car, or a boat.

IV. Write the story that might be told by an abandoned boat or a worn-out bicycle.

OBJECTIVE CASE.

John caught James.

How is the noun *James* used in this sentence? (See page 150.)

A noun used as an object complement is in the *Objective Case.*

It is usually spoken of as the **Object.** A phrase or a clause may also be used in the same way.

Point out all the nouns in the objective case in the following sentences:

The boy threw a snowball. He hit a fence. The child likes candy. The old horse draws heavy loads. The boy caught a ball. An elephant will eat apples. Longfellow wrote "Evangeline." Whittier wrote "The Barefoot Boy." Boys like their play.

Find five nouns which are used in the objective case in what you have written in **III** and **IV.**

80. REVIEW.

I. Tell the number, gender, and case of the nouns in the following sentences:

The bird's cage is open. Alexander rode Bucephalus. Washington captured Yorktown. The child's song has ceased. Which man saw the eagle's nest? The lady bought the boy's flowers. The pupils listened to the teacher's story. John's father caught the burglar.

Write two declarative sentences each containing two connected nouns used as a subject (see page 94), and therefore in the nominative case.

Write two sentences each containing nouns in the nominative case used as attribute complements.

Write two sentences each containing a noun in the objective case. Write two sentences each containing connected word modifiers of the subject. (See page 97.)

Write a sentence containing a clause used as an object complement. (See page 157.)

II. Insert the necessary capitals, punctuation marks, and quotation marks:

Do you think I said John will not go
No I believe he will go he replied
That is good I answered Let us hurry along
John will you close the door

Where are you going my pretty maid
Im going a milking sir she said

Now dont you go till I come he said
And dont you make any noise

I beg your pardon sir I exclaimed I did not hear the ring of the bell I was reading in the library will you not come in Mamma has gone to the city she will soon come back I think sir you will find this an easier chair do you care to read the morning paper may I not hand it to you

III. Use in a sentence the plural of each of the following nouns:

Man, child, ox, mouse, watch, peanut, shell, orange, fence, box.

Write the possessive forms of the first four of these nouns, in the singular and in the plural.

Use in sentences the possessive of the following nouns:

Father, lawyer, sister, doctor, men, children, horse, Mr. Brown, Mr. Jones (proper nouns ending in *s* follow the rule and form the possessive by adding apostrophe and *s*; as, *Mr. Jones's home*), Frank Williams, Godfrey Cass.

IV. The correct use of *shall* and *will* has been indicated in Exercises 7 and 8 in Suggestions to Teachers, page 7.

When you merely hope or expect, use *shall* after *I* and *we;* as, *I shall go to-morrow. We shall soon have rain.*

When you promise or determine, use *will* after *I* and *we;* as, *I will learn this lesson. We will finish the work to-night.*

Write a sentence to show your determination to do your work well; to be prompt at school; to avoid mistakes; to get up early to-morrow; to keep a promise made to a friend; to help your mother in some way.

Write a sentence to show that you expect to visit a friend; to go to the city; to learn a trade; to go fishing to-morrow; to return to school next year; to come by 8 o'clock.

V. When you merely hope or expect, use *will* after all subjects except *I* and *we;* as, *He will be here by supper time. You will find him at his office.*

When you promise or determine, use *shall* after all subjects except *I* and *we;* as, *Thou shalt not kill. They shall pay for the damage.*

In a sentence show your determination that John is to go to school; that Mary is to help you (say it to her); that the boys are to stay at home; that Martha is to visit you; that your dog is to find a stick; that the house is to be painted before summer; that you yourself are to paint it.

In a sentence show your expectation that your sister is to go to college; that your mother is to buy you a new dress; that you are to go camping next summer; that the lawn is to be ready to mow on Saturday; that the paper is to be here soon; that the ice is to be thick enough by Saturday; that you yourself are going skating Saturday.

PICTURES.

81. A BIRTHDAY GIFT.

I. What is this boy doing? How did he obtain this horse? What feeling is shown by his face and his upraised arm? Why are the horse's ears thrown back? What does this show as to his feelings?

Who is in the right of the picture at the front? To what country does he belong? Why is he leaning forward with his hands raised? In which do you think he is the more interested, — the boy or the horse?

STEPS ENG. ONE.—12

A Birthday Gift.

What is the relation of the old gentleman to the boy? What is his feeling toward him as he watches him? How is this shown? How does the woman feel? How can you tell? Who do you think she is? Why should she be more anxious than the old gentleman? What feeling has the dog?

II. Tell in writing the story of this picture, giving the name of each person and also of the horse and of the dog. Let your story have a pleasing end.

III. Write the story of a girl that received a gentle pony and a cart as a birthday gift. Give an account of a day in her life, showing how she gave pleasure to several other persons by means of her gift.

IV. Write a true or an imaginary story of a ride you once had on horseback, or of a birthday gift of a goat, of a bicycle, of a hobby-horse, or of a colt.

PRONOUNS.

V. Here are two sentences stating the same fact:

William Smith said that William Smith had hurt William Smith's hand.

William Smith said that he had hurt his hand.

The second of these is more pleasing than the first. How do we avoid repeating the noun *William Smith* in the second sentence? (By using the words *he* and *his* instead of *William Smith*.)

A word used instead of a noun is called a *Pronoun.*

The word for which a pronoun is used is called its *Antecedent.*

Point out the pronouns and their antecedents in the following sentences:

The forest is famous for its flowers. A man is known by his company. The girl pitied the bird and released it. The man that came has gone. Mothers love their children. Thomas, you are too near the fire. Mary, are you sick? The tree that was cut down has withered. The boy gathered flowers and sold them. Mary said she was sick, and her teacher told her to go home.

82. PLAYING BY THE SEA.

I. Tell a story suggested by the picture on the next page and by the following questions:

Why is the boat on the land? Tell what you know about tides. How is the boat kept on land? Why are the sails not spread? What time of year is it? Where do you think the children live? How do they happen to be here? How did they fasten their rope? What is the boy doing? Why would you like to play here?

II. Write answers to the above questions, or write a story suggested by this picture.

III. Write or tell anything from your own life about playing with sand or with earth.

PLAYING BY THE SEA.

IV. Write a connected story telling some things that children do with sand, pebbles, and shells, what games they play, and how they play them.

PERSONAL PRONOUNS.

V. Note the following sentences:

Henry Raymond said, { *"I am cold."* / *"You are cold."* / *"He is cold."*

Who said these things? (Henry Raymond.) Then he is the speaker. Of whom does he speak in the first sentence? (Of himself.) Of whom does he speak in the second sentence? (Of the person addressed.) Of whom does he speak in the third? (Of a third person who is neither the speaker nor the one addressed.)

From what words do we know these facts? (From *I*, *you*, and *he*.)

A word which always shows that a speaker speaks of himself or of the person addressed or of a third person or thing, is called a *Personal Pronoun.*

A pronoun which shows that the speaker speaks of himself is in the **First Person**; as, *I*, *me*, *we*.

A pronoun which shows that the speaker speaks of the person addressed is in the **Second Person**; as, *you*, *your*, *yours*.

A pronoun which shows that the speaker speaks of a

third person or thing is in the **Third Person;** as, *he, his, she, her, it.*

Find in your reader four personal pronouns of the first person; four of the second; and four of the third.

83. FOR LIBERTY.

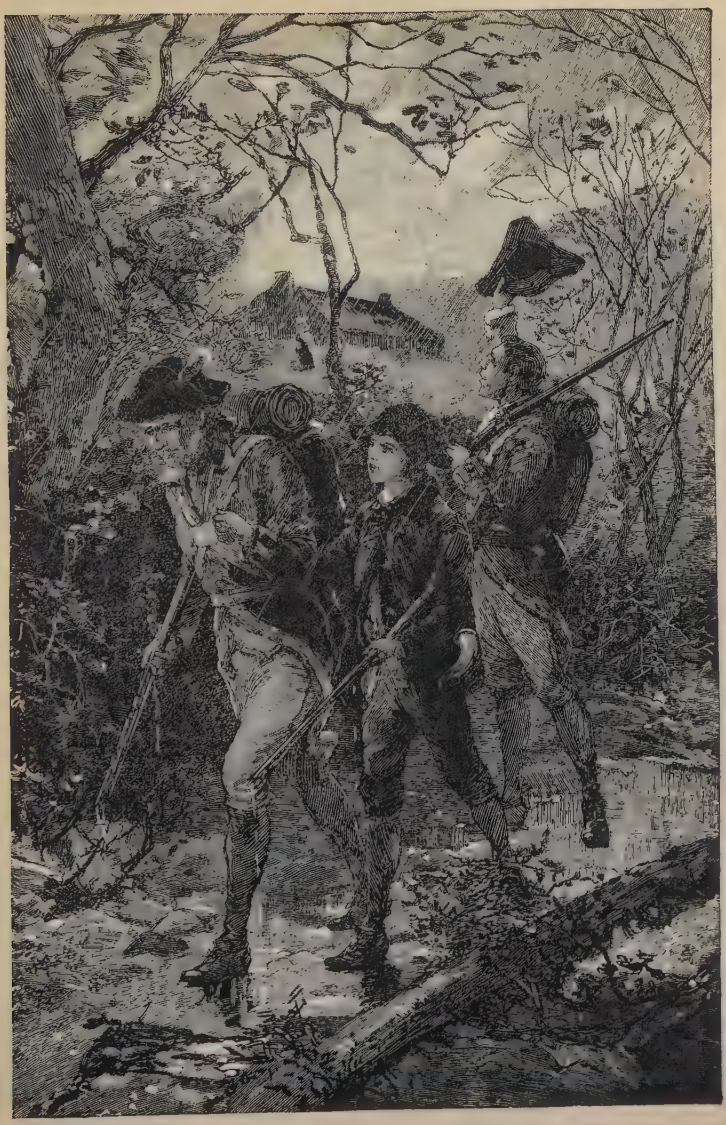
I. Tell the story suggested by this picture and the following questions:

How many people do you see in the picture? Who are they? Who is before the house? What is she doing? What is the father doing? The younger son? The elder? What has just taken place at the home? Where are the men going? Why? Describe the weather. How will this affect the soldiers? Where and how will they probably have to sleep?

II. Tell a story suggested by the picture and the questions.

III. Write an imaginary account of this one day in the life of this boy, or of an adventure of a drummer boy.

IV. From what you have read in your history lessons tell some of the probable adventures and hardships of these soldiers.



FOR LIBERTY.

V. PERSONAL PRONOUNS: FORMS.

SINGULAR.	SINGULAR.	SINGULAR.	SINGULAR.	SINGULAR.
I	thou [1]	he	she	it
my	thy [1]	his	her	its
(mine)	(thine [1])		(hers)	
me	thee [1]	him	her	it
PLURAL.	**PLURAL.**	**PLURAL.**	**PLURAL.**	**PLURAL.**
we	you [2] ye [1]	they	they	they
our	your [2]	their	their	their
(ours)	(yours [2])	(theirs)	(theirs)	(theirs)
us	you [2]	them	them	them

Make a list of all the above pronouns that are in the first person. Find all that are in the second person; the third.

Make a list of those that should be used in speaking of males; of females; of objects that are neither male nor female.

Make a list of those that should be used as subjects, using as predicate *write* or *writes*. Make a list of those that show ownership. Make a list of those that should be used as object complements, using as predicate *love* or *loves*.

Write a sentence containing a pronoun of the third person, feminine gender.

[1] These are old forms, and are comparatively little used.

[2] These forms are regularly used for both singular and plural.

84. LESSONS IN BOAT BUILDING.

I. Tell the story suggested by the picture on the next page and by the following questions:

What is this man doing? How old is he? What did he do when younger? Who is the boy? Why is he watching so intently? What does he wish to learn? What has the man in his hands? What kind of boat is he making? Who will sail the boat when it is finished? Where? What kind of building is this? How is it used? What else do you see in the picture?

II. Write the story of this picture in full.

III. Tell the story of your efforts to make a toy boat, or other toy. Tell how, when, and where you played with it, giving anything of interest about it.

IV. Write a story about this picture, or about some boat you have seen or of which you have read.

THE VERB.

V. Note the following sentence:

Birds sing.

What is the predicate of this sentence? (*Sing.*) (See page 87.) It tells or asserts something of the subject.

LESSONS IN BOAT BUILDING.

A word that asserts is called a *Verb.*

Select from the following list the words that can be used to assert:

Woman, see, call, elephant, the, cold, write, catch, cook, tell, strike, read, hear, snatch, dinner, dew, do, speak, run, fight, roll, goods.

Make a list of ten verbs found in the second lesson in your reader.

85. THE CASTAWAYS.

I. Tell a story suggested by the picture on the next page and by the following questions:

Where are the three men? How long do you think they have been on the raft? Of what is it made? What do you suppose caused them to be adrift? Do you think they have had anything to eat or to drink lately? Why do you think so? At what are the men looking? What is the man with his hand raised trying to do? Why? What do they expect to happen soon? Who are in the boat?

II. Write answers in full to the above questions.

III. From your study of this picture write a connected story about it, concluding with the rescue of the three men.

THE CASTAWAYS.

IV. Tell another story, true or imaginary, of a wreck and of some one floating on a raft or on an iceberg, without any prospect of help.

THE VERB: PERSON, NUMBER, AND TENSE FORMS.

V. Turn to page 184 and find subjects suitable for the following predicates:

Person.	Singular.	Person.	Plural.
	(*a*)		
1. _____ 2. _____	write (now).	1. _____ 2. _____	write (now).
3. _____, _____, or _____	writes (now).	3. _____	
1. _____ 2. _____	have written (now).	1. _____ 2. _____	have written (now).
3. _____, _____, or _____	has written (now).	3. _____	
	(*b*)		
1. _____ 2. _____ 3. _____	wrote (last year).	1. _____ 2. _____ 3. _____	wrote (last year).
1. _____ 2. _____ 3. _____	had written (last year).	1. _____ 2. _____ 3. _____	had written (last year).
	(*c*)		
1. _____	shall or will[1] write (next year).	1. _____	shall or will write (next year).
2. _____	will or shall[1] write (next year).	2. _____	will or shall write (next year).
3. _____, _____, or _____	will or shall write next (year).	3. _____	will or shall write (next year).

[1] See pages 7 and 175.

Person.	Singular.	Person.	Plural.
1.	_____ shall have written (by next year).	1.	_____ shall have written (by next year).
2.	_____ will have written (by next year).	2.	_____ will have written (by next year).
3.	_____, _____, or _____ will have written (by next year).	3.	_____ will have written (by next year).

Which of the groups, (*a*), (*b*), or (*c*), on pages 189, 190, expresses present time? Which expresses past time? Which expresses future time?

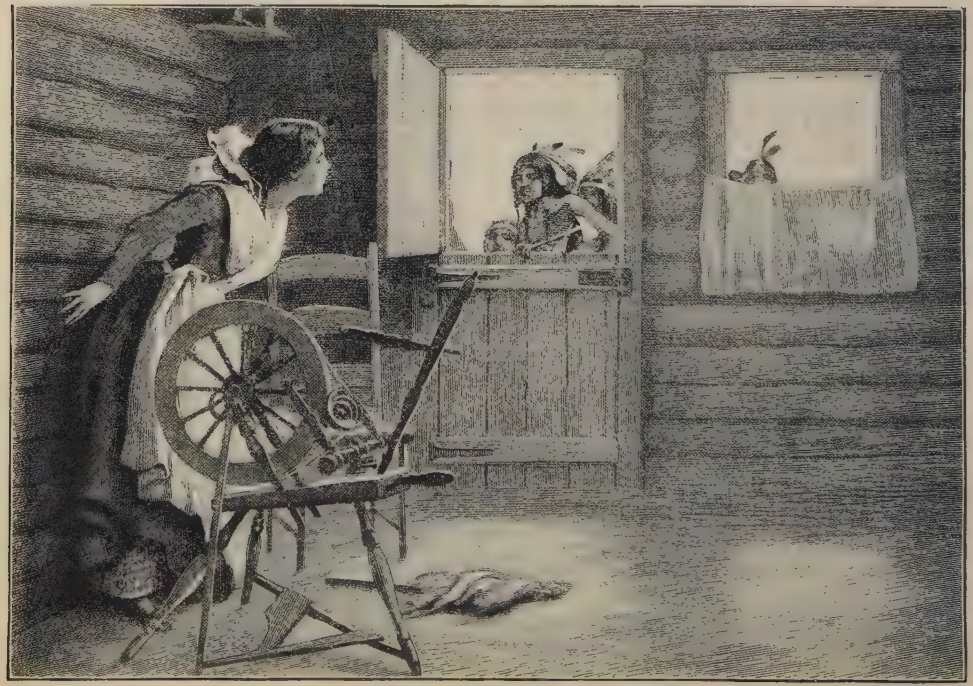
Note to the Teacher. — It is deemed unwise to discuss mode and tense in this book. After the pupils discover the parts of the table that express the three great divisions of time, give the names Present Tense, Present Perfect Tense, Past Tense, Past Perfect Tense, Future Tense, and Future Perfect Tense, to the above, and require them to be used.

Dwell upon this table until it is mastered. Use other verbs, such as *throw*, *run*, and *see*.

86. HELEN PATTERSON AND THE INDIANS.

I. Describe this picture. Speak of the house and its furniture (a settler's cabin on the frontier or a workingman's home in the East). The girl, her name, what she has been doing, her present position, and her feeling now. Speak of the Indians, their number, their appearance (friendly or hostile), their purpose.

II. Imagine that you are a listener in an Indian council, as a chief tells of some wrong recently done by a white man to a member of his tribe. He also



HELEN PATTERSON AND THE INDIANS.

tells that Mr. Patterson and all of his family except Helen will be away from home on a certain day. A plan is formed to capture Helen and burn the house.

Write an account of what you see and hear.

III. Write the story of this picture, telling how Helen came to be left alone, how she felt when alone, how she spent her time, her feelings when the Indians came, how they treated her on the march, how they tied her in the evening, and how she escaped.

IV. Write a story telling where Helen's father and brothers had gone, how they learned the news of her capture, how they found the direction in which she had been taken, and who composed the party of rescuers.

Tell what signs Helen had left on the trail to guide her friends, and how after a day's search she was found trying to make her way home.

PRINCIPAL PARTS OF VERBS.

V. Note the following:

PRESENT TENSE.	*I* **write** *now.*
PAST TENSE.	*I* **wrote** *last year.*
PRESENT PERFECT TENSE.	*I have* **written.**

The words in the full-face type above are called the **Principal Parts** of the verb *write*. Notice their names.

Present.	*Write.*
Past.	*Wrote.*
Past Participle.	*Written.*

Look at your table, and find in what tenses the word *write* occurs. Find where the past participle occurs. The other words in the predicate are called **Auxiliaries** (helpers). By using the following as a key you will soon be able to tell the principal parts of most verbs:

I _____ now.
I _____ last year.
I have _____.

Find the principal parts of *beat*, *become*, *begin*, *bid* (meaning *to command*), *bite*, *blow*, *break*, *bring*, *come*.

If in doubt consult the dictionary, or see page 236. Remember that the past participle should not be used instead of the past tense. Sometimes, however, they are alike in form.

Determine the proper word in the following:

I have beat (or beaten) him. I become (or became) tired last night. We began (or begun) to study our lessons. They had begun (or began) to write. He bid (or bade) me come to the desk. The wind blowed (or blew) last evening. He brung (or brought) the book. He come (or came) yesterday.

87. FREEDOM.

I. Describe the picture on the next page. Where is the woman? What time of year is it? How do you know? What pet did she have? How did she feel toward it? Where did she keep it? How did the

FREEDOM.

pet like this? How did it act? What did the lady decide to do? Where did she take it to set it free? Why did she not set it free near the house?

II. Write a page about this incident.

III. Give a connected account of the bird's life — how it was captured, how it felt to be kept in a cage, how it longed to be free.

IV. Write a story of a child who was kept in the house a long time, who was eager to get out, and what he did when he was able to be in the open air once more.

PRINCIPAL PARTS OF VERBS (*Continued*).

V. Find the principal parts of the following:

Do, drink, drive, fell, fly, forgot, go, hide, know, lay, lie (*to recline*), mean, ride, rise, sit, speak, throw.

Using each of the above words, fill the following blanks:

I _____ yesterday.
We have _____.

88. THE END OF THE DAY.

I. Look at the next page. Where is this woman's home? Why are her feet and arms bare? What do

THE END OF THE DAY.

you think she has been doing? To what nation does she belong? Why do you think so? Why is she standing in the water?

Why are the children on the horse? From what place have they probably ridden? Tell all that the older boy is doing. What are his feelings?

Why is the little one reaching out his hands? What is the mother probably saying? How do these people feel toward one another? What shows this?

How does the picture suggest the end of the day? Why has the horse been brought here? What has he probably been doing during the day? What shows this? Why did the father not lead him here?

II. Write the story suggested by this picture, giving names to the persons, and telling what was probably said by each when the children asked for a ride. Be careful to use quotation marks properly.

III. Write an account of a summer day in the life of this family. Tell what the mother does, how the older boy cares for his little brother, how he amuses him, and what else he does to help his mother.

IV. Write an account of a bare-back ride you once enjoyed, or tell of driving home the cows, feeding the chickens, riding in a boat or in a street car, or of any other interesting incident in your life.

THE VERB *BE*.

V. Turn to the table of forms of personal pronouns, page 184, and find subjects for the following predicates. Make a copy with the subjects inserted and commit the whole to memory:

Present Tense.

Person.	Singular.	Person.	Plural.
1 _____	am.	1. _____	} are.
2. _____	are.	2. _____	
3. _____	is.	3. _____	

Present Perfect Tense.

1. _____	have been.	1. _____	} have been.
2. _____	have been.	2. _____	
3. _____	has been.	3. _____	

Past Tense.

1. _____	was.	1 _____	} were.
2. _____	were.	2. _____	
3 _____	was.	3. _____	

Past Perfect Tense.

1 _____	} had been.	1. _____	} had been.
2. _____		2. _____	
3. _____		3. _____	

Future Tense.

1. _____	shall be.	1. _____	shall be.
2. _____	} will be.	2. _____	} will be.
3. _____		3. _____	

Future Perfect Tense.

Person.	Singular.	Person.	Plural
1. _____	shall have been.	1. _____	shall have been.
2. _____ }	will have been.	2. _____ }	will have been.
3. _____ }		3. _____ }	

Note Pupils should be made thoroughly familiar with these forms.

89. THE DOCTOR.

I. Tell a story suggested by the picture on the next page and by the following questions:

Who is the man sitting by the table? Why is he here? How can you tell? About what do you think he is studying? How long do you think this child has been ill? Why is the doctor looking so intently? What hope is there for the child's recovery? Who is standing behind the little girl? How does he look? Where is his hand? Why? Who is the woman with her head down on the table? What is she doing? Why? How many children do you think these people have?

II. Answer in writing the questions in the previous lesson.

III. Write an account of a sickness you once had when a doctor was needed.

IV. Write the story that this picture suggests, concluding it with the child's recovery.

THE DOCTOR.

VERBS: TENSE.

V. Name the verbs in the following sentences, and tell in what tense each is found. (See pages 198, 199.)

James has been sick. The rabbit escaped from the dog. The people had gone down to dinner when the messenger came. I shall have been five years in the city to-morrow. The doctor came promptly. The smoke hung over the doomed building. The soldiers caught the frightened horse. I have finished my dinner. "Will you walk into my parlor?" said the spider to the fly. What was done at the meeting? I will not leave you comfortless. The rope will bear the weight of five men. Consider your ways. Go to your desk for your book.

90. REVIEW.

I. The past tense of the verb should not be used instead of the past participle in forming certain tenses.

Give the principal parts of each of the following verbs:

Go, tear, do, shook, beat, bid, took, swam.

Select the proper word in each of the following sentences:

He has went (or gone) home. His book is torn (or tore). He done (or did) well. The house was shook (or shaken) by the wind. His teacher bade (or bid) him learn the poem. He had swum (or swam) the river before the explosion.

II. Rewrite the following sentences, using instead of the italicized words other words having a similar meaning:

The boy's *steed* is a birthday *gift*. It is running *swiftly*. The *lady* seems to be *alarmed*. A *vessel* is on the *sea*. The little *maiden* is swinging. The *two children* are playing on the *beach*. The *volunteers* start for *war*. They are carrying their *rifles*. The rain is *descending*.

III. Rewrite as in **II** above:

The *lad watches* the old *sailor*, who *holds* a knife in his hand. The castaways *are afloat* on the *deep*. The bird is *liberated* from its *prison*. The *famous physician gazes* long at the child *that is ill*. The *child's couch* is made of pillows. The mother is *weeping* with *grief*. The young *lady* is standing among the *blossoms*. The boy *clenches* his fist.

IV. Use the correct form in the following sentences:

Frank and me (or I) will go. He asked you and me (or I) to go. He is older than you and I (or me). He asked whether it was me (or I). Will you take him and me (or he and I) with you? Grandfather sent this book to you and I (or me). May him and me (or he and I) go for the horse? Will you send him and me (or I) to find the boat? He said that you and her (or she) were to go to town. He said that he thought it was me and them (or I and they; or they and I).

V. Complete the following story:

"What are you doing, John?" mamma called to me as Towser and I were romping in the kitchen. I let go of the dog and turned to answer her, for I knew she was busy getting dinner.

"I wish you would tell Mary to hurry," said mamma, "for I want her to help me."

I ran to the parlor, where my sister was sweeping. I told her what mamma had said, and then I stood in the front door for a few minutes and watched papa mowing in the field.

But soon I started back to play again with Towser. As I came into the kitchen I heard some one coming up the back steps. Then an ugly-looking tramp stepped in through the open door.

STORIES AND POEMS.

91. ALEXANDER AND BUCEPHALUS.

One day King Philip bought a fine horse called Bucephalus. He was a noble animal, but wild and savage; and no man could mount him.

"It is a pity to ruin so fine a horse as that," said Alexander, the king's young son. "Those men do not know how to treat him."

"Perhaps you can do better than they," said his father scornfully.

"I know," said Alexander, "that if you would only give me leave to try, I could manage this horse better than any one else."

"And if you fail to do so, what then?" asked Philip.

"I will pay you the price of the horse," said the lad.

While everybody was laughing, Alexander ran up to Bucephalus and turned his head toward the sun. He had noticed that the horse was afraid of his own shadow.

He then spoke gently to the horse, and patted him with his hand. When he had quieted him a little, he made a quick spring and leaped upon the horse's back, letting him run as fast as he would. By and by, when Bucephalus had become tired, Alex-

ander reined him in and rode back to the place where his father was standing.

He leaped to the ground, and his father ran and kissed him.

"My son," said the king, "Macedon is too small a place for you. You must seek a larger kingdom."

—*Adapted from Baldwin's "Fifty Famous Stories Retold."*

I. Tell all you can about Bucephalus. What was Alexander's opinion of the men in charge of the horse? What was the king's feeling toward Alexander when the latter expressed his opinion? What was the feeling of the bystanders? How shown? How did Alexander know what to do? State, in order, the things that Alexander did to control the horse. How did Alexander show that he was not afraid?

II. Write this story in your own words.

III. Write an account of a runaway, of a balky horse, or of a horse unable to draw a heavily loaded wagon; or tell who King Philip was, and what Alexander became.

IV. Write a story of a ride on a horse, in a carriage, on a train, on a street-car, in a boat, or on a bicycle.

V. Notice the italicized words in the following sentences:

Pupils *learn* in school.
Mothers *teach* their children.
I *leave* home at eight o'clock.
Let me go with you.
Guess what is in my hand.
We *think* before we can write stories.

Select the proper word in each of the following:

Leave (or let) me alone. You can not learn (or teach) the boy grammar. I guess (or think) that he is not old enough for it. You may try to teach (or learn) him.

Use each of these words correctly in two sentences.

92. THE FLAG GOES BY.

Hats off!
Along the street there comes
A blare of bugles, a ruffle of drums,
A flash of color beneath the sky:
Hats off!
The flag is passing by!

Blue and crimson and white it shines,
Over the steel-tipped, ordered lines.
Hats off!
The colors before us fly;
But more than the flag is passing by.

Sea fights and land fights, grim and great,
Fought to make and to save the state;
Weary marches and sinking ships;
Cheers of victory on dying lips.

* * *

Hats off!
Along the street there comes
A blare of bugles, a ruffle of drums;
And loyal hearts are beating high:
Hats off!
The flag is passing by! — *Henry Holcomb Bennett.*

I. To whom do gentlemen usually lift their hats when walking along the street? Why? Why does the author say "Hats off"? What does the flag represent? How is the sound made by the bugles described? By the drums? In what two ways is the flag described? What are the steel-tipped lines? What are the steel tips? What five things besides the flag are passing by? Name a prominent sea fight. A land fight. Where and when were there cheers of victory on dying lips? Who were dying? Why are loyal hearts beating high?

II. Write an account of this or of some other parade and of what happened when the flag went by; or write of what you did on a Fourth of July or a Memorial Day.

III. Give an account of some battle that was fought to save the country; or tell a story you have heard told by a soldier.

IV. Write a true or an imaginary story telling how

the flag was honored during a war, by a number of boys or girls.

V. Give the principal parts of each of the following verbs (see table, pages 236, 237):

Become, fall, throw, draw, forget, begin, break, drive.

Select the proper word in each of the following sentences:

The horse drew (or drawed) the wagon. The tree has fallen (or has fell). The man became (or become) excited. I have began (or begun) my work. The stick was broke (or broken). The horse was drove (or driven).

93. VALLEY FORGE.

The wind is cold and piercing on the old gulf road, and the snowflakes have begun to fall. Who is this that toils up yonder hill, his footsteps stained with blood? His bare feet peep through his worn-out shoes, his limbs are naked, his shirt is in strings, his hair disheveled, his face wan and thin, his look hungry. On his shoulder he carries a rusty gun, and the hand that grasps the stock is blue with cold. His comrade is no better off, nor he who follows.

A fourth comes into view, and still another. A dozen are in sight. Twenty have reached the ridge, and there are more to come. Yonder are horsemen in tattered uniforms, and behind them cannon lumbering slowly over the frozen road, half dragged, half pushed by men.

Trials that rarely have failed to break the fortitude of men await them. The Congress whom they serve shall prove help-

less to protect them, and their country herself seems unmindful of their sufferings. Disease shall infest their huts by day, and famine stand guard with them through the night. Frost shall lock their camp with icy fetters and the snows cover it as with a garment; the storms of winter shall be pitiless, — but all in vain. Danger shall not frighten nor temptation have power to seduce them. Doubt shall not shake their love of country, nor suffering overcome their fortitude. The powers of evil shall not prevail against them; for they are the Continental Army, and these are the hills of Valley Forge. — *H. A. Brown.*

I. Read the selection carefully. Tell what you know of Valley Forge. Why were the soldiers there? What protection did they have? What did they lack? Why? Why were the footsteps stained with blood? Why were the clothes ragged and torn and the shoes worn out? Why was the soldier's face thin and his look hungry? How long had these men suffered in this way? How long would they continue to suffer, if necessary? Why were they willing to do this? How many were there? What dangers do soldiers usually meet? To what special dangers were these soldiers exposed? Which would be easier, to go into battle or to spend a winter in this manner? What general was their leader? What kind of men were they?

II. Write an account of the winter at Valley Forge.

III. Write an account of the life that one of these soldiers led in camp. Tell where and how he slept

and how he suffered, how he felt when he got up, of his breakfast, of his morning with his comrades, of his afternoon standing guard in a storm, of his scanty clothing, of his thoughts of home and warmth, of his temptation, and of his resolve to remain.

IV. Write an account of an imaginary day in your own life after you are fifteen years older than you are now; or describe in writing how you once suffered from the cold.

V. Give the principal parts of each of the following verbs (see pages 236, 237):

Throw, shine, build, grow, wear, see.

Select the proper word in each of the following:

The boy threw (or throwed) a stone. The sun shined (or shone). The man built (or builded) a wall. The tree grew (or growed). The boy has worn (or wore) his shoes two weeks. I saw (or seen) you yesterday.

94. NATHAN HALE.

To drumbeat and heartbeat
A soldier marches by;
There is color in his cheek,
There is courage in his eye, —
Yet to drumbeat and heartbeat
In a moment he must die.

By starlight and moonlight,
He seeks the Briton's camp;
He hears the rustling flag,
And the armed sentry's tramp;
And the starlight and moonlight
His silent wanderings lamp.

A sharp clang, a steel clang,
And terror in the sound!
For the sentry, falcon-eyed,
In the camp a spy has found;
With a sharp clang, a steel clang,
The patriot is bound.

'Neath the blue morn, the sunny morn,
He dies upon the tree;
And he mourns that he can lose
But one life for Liberty;
And in the blue morn, the sunny morn,
His spirit wings are free. — *Francis M. Finch.*

I. Read the poem several times. Then give in your own words an account of this incident. Why is the drum beating? Why the heart? Why is there color in his cheek? How is the courage in his eye shown? What did he expect to do when he started? Why did he make this attempt? What is the meaning of the first two lines in the third stanza? Of the last two lines in the same stanza? What is the punishment of a spy? Why? What case on the British side is similar to this?

II. Tell all you know about Nathan Hale. About Major André.

III. Write a brief account of this incident.

IV. Write an imaginary story, telling how a brave boy or girl served the country by carrying information regarding the enemy.

V.

Always say
- I did it.
- I have done it.
- I saw it.
- I have seen it.

Never say
- I done it.
- I have did it.
- I seen it.
- I have saw it.

Insert *did*, *done*, *saw*, or *seen* in each of the following blanks:

I know that he _____ it. John said that he had _____ it. Mary thinks that I _____ it. Sarah said, "I _____ it." Have you _____ it? Do you know who _____ it? Has he _____ the picture?

Write three sentences using *did* correctly; three using *done* correctly; three using *saw* correctly; three using *seen* correctly.

95. SUPPOSED SPEECH OF AN INDIAN CHIEF.

"White man, there is eternal war between me and thee! I quit not the land of my fathers but with my life. In these woods, where I bent my youthful bow, I will still hunt the deer; over

yonder waters I will still lay up my winter's store of food; on these fertile meadows I will still plant my corn.

"Stranger, the land is mine. I gave not my consent, when, as thou sayest, these broad regions were purchased, for a few baubles, of my fathers. They could sell what was theirs; they could sell no more.

"The stranger came, a timid suppliant, and asked to lie down on the red man's bear-skin, and warm himself at the red man's fire, and have a little piece of land, to raise corn for his women and children: — and now he is become strong, and mighty, and bold, and spreads out his parchment over the whole, and says, 'It is mine.'

"Stranger, there is not room for us both. The Great Spirit has not made us to live together. There is poison in the white man's cup; the white man's dog barks at the red man's heels.

"Here have I lived and here will I die; and if here thou abidest, there is eternal war between me and thee!"

— *Adapted from Edward Everett.*

I. Read the selection carefully, and then tell all you can about the meeting between the Indian chief and the white man. Why is there war between the two? Why eternal? Why is the Indian unwilling to quit the land of his fathers? Why does he believe the land is his? Why does the white man claim it? How did the Indian treat the white man at first? What is the poison in the white man's cup? Why does his dog bark at the Indian's heels? What arts of destruction has the white man taught the Indian? How will the Indian treat the white man in the future? What lesson do you learn from this speech?

II. Imagine an Indian talking to a white man. Have him give several reasons for wishing to hold the land.

III. In reply let the white man give several reasons for claiming it. State how he received it, what he paid, and what he is willing to do for the Indian.

IV. Write an imaginary story of a child taken captive by the Indians. Tell his name, where he lived, describe his capture, tell where he was taken, how he was treated, what he learned from the Indians, how he escaped, and how he made his way home, whether his parents knew him, how they recognized him. Tell how the games of the boys and girls pleased him after his return.

V. Give the principal parts of the following verbs (see pages 236, 237):

Ring, bring, hide, eat, run, ride, come, sing, speak, know, write.

Select the proper word in the following:

He rang (or rung) the bell. The book was wrote (or written). We come (or came) yesterday. The bird sung (or sang) sweetly. The boy brought (or brung) his book to school. Kind words were spoke (or spoken). I knew (or knowed) you were here. The letter was wrote (or written).

96. A LIFE LESSON.

There! little girl; don't cry!
They have broken your doll, I know;
And your tea-set blue,
And your play-house, too,
Are things of the long ago;
But childish troubles will soon pass by. —
There! little girl; don't cry!

There! little girl; don't cry!
They have broken your slate, I know;
And the glad, wild ways
Of your schoolgirl days
Are things of the long ago;
But life and love will soon come by. —
There! little girl; don't cry!

There! little girl; don't cry!
They have broken your heart, I know;
And the rainbow gleams
Of your youthful dreams
Are things of the long ago;
But heaven holds all for which you sigh. —
There! little girl; don't cry! — *James Whitcomb Riley.*

I. Who is talking to the little girl? What is she doing? Why? How old is she? Why do you think so? Name the broken things spoken of in the first stanza. What is "the long ago" to a child of this age? How much older is she in the second stanza? The slate indicates what part of her life? The fact

that the slate can no longer be used suggests what about this part of her life? What is meant by the "life and love" that "will soon come by"? Why, then, is this young maiden crying? How much older is the "little girl" in the third stanza? Why does she cry? Who, perhaps, are "they"? What is suggested by saying that her heart is broken? What were the "rainbow gleams of her youthful dreams"? What is meant by "Are things of the long ago"? What comfort is given in the last two lines?

II. Write this poem from dictation, and commit it to memory.

III. Write the story of some childhood troubles of your own, telling how you were comforted, or tell how you comforted another.

IV. Write a story about a child whose toys were broken. Tell what toys they were, where she got them, why she prized them, how they were broken, and how she was comforted.

WORDS THAT DESCRIBE.

V. In each of the following blanks insert a word that describes the thing named by the subject of the sentence:

Iron is _____ (insert *heavy*).
The table is _____.
Wood is _____.
Grass is _____.
Apples are _____.
Sugar is _____.
Ice is _____.
Snow is _____.
Oranges are _____.
Children are _____.
Paper is _____.
Stones are _____.
Sugar is _____.
Flowers are _____.
Houses are _____.
The old horse is _____.
The new pupil is _____.
The game of ball is _____.
The flag is _____.
The park is _____.

97. LEXINGTON.

The cry of blood from the field of Lexington went through the land. None felt the appeal more than the old soldiers of the French war. It roused John Stark, of New Hampshire, — a trapper and hunter in his youth, a veteran in Indian warfare, a campaigner under Abercrombie and Amherst, now the military oracle of a rustic neighborhood. Within ten minutes after receiving the alarm, he was spurring towards the seacoast, and on the way stirring up the volunteers of the Massachusetts borders to assemble forthwith at Bedford, in the vicinity of Boston.

Equally alert was his old comrade in frontier exploits, Colonel Israel Putnam. A man on horseback, with a drum, passed through his neighborhood, in Connecticut, proclaiming British violence at Lexington. Putnam was in the field, plowing, assisted by his son. In an instant the team was unyoked and the plow left in the furrow, the lad sent home to give word of his father's departure, and Putnam, on horseback, in his working garb, urging with all speed, to the camp. Such was the spirit aroused throughout the country. — *Washington Irving.*

I. Tell what you can about the battle of Lexington. Tell what you can about John Stark. How had he passed his youth? What was he doing when the war broke out? Describe what he did when he heard the news from Lexington. Tell similarly all you can about Israel Putnam. Give, if you can, the story about Putnam and the wolf. Also the story of Putnam's ride.

II. Write an account of the battle of Lexington; or tell an imaginary story of Putnam's son. Tell how he reached home, what he told his mother, what she said and did, and what he felt and wished to do.

III. Tell in writing the kind of man John Stark was, giving the incidents that make you think so; or tell an imaginary story of one of his hunting experiences.

IV. Describe Israel Putnam in the same way; or write a story about Putnam spoken of in the questions in I; or tell the story of any adventure you have had.

THE ADJECTIVE.

V. Examine the following sentences:

Little Henry studies.
Henry is studious.

How is the word *little* used? (As a modifier of the noun *Henry;* see page 91.)

A word that modifies a noun or a pronoun is an *Adjective.*

An adjective may be used in the predicate; thus, the word *studious* in the second example relates to the subject *Henry*.

Point out the adjectives in the following sentences:

The brown bird sings. Large, deep rivers float long, heavy rafts. A dense column of black smoke rose from the old building. Mary is studious. John is old. Samuel is older. Thomas is the oldest. This apple is soft; that plum is softer; the peach is softest.

Make five original sentences each containing two adjectives modifying the subject. Make five each containing adjectives used as attribute complements. (See page 144.)

98. ANDRÉ TO WASHINGTON.

It is not the fear of death
  That damps my brow;
It is not for another breath
  I ask thee now;
I can die with a lip unstirred
  And a quiet heart —
Let but this prayer be heard
  Ere I depart.

I can give up my mother's look —
  My sister's kiss;

I can think of love — yet brook
A death like this!
I can give up the young fame
I burn to win;
All — but the spotless name
I glory in.

By all the brave should cherish,
By my dying breath,
I ask that I may perish
By a soldier's death.

— *Nathaniel Parker Willis.*

I. Tell anything you know about Major André. Why does not the fear of death damp his brow? Why does he not ask for longer life? Why is he able to die with lip unstirred and quiet heart? Why, then, does he make this request? Was it granted? Why? How did André die? Does this show greater or less bravery than if his request had been granted? Do you think more or less of him for making the request?

II. What are the four things that he values so highly? Why does he name them in the order given? What kind of man is he who values these things so highly, and in this order? He is willing, if he must, to give up these, but what is the one thing that he values even more, and is not willing to give up? Did he know the penalty when he undertook the mission? What similar case on the American side?

III. Imagine yourself in André's position, and write a letter to General Washington, requesting a similar favor, and giving your reasons for asking it.

IV. Write an account of an incident in your life when you made a request which was denied.

THE ADJECTIVE (*Continued*).

V. Note the following sentences:

The wise man is prudent.
The man of wisdom is prudent.
The man who is wise is prudent.

How is the word *wise* used? (As a modifier; see page 91.) How is the phrase *of wisdom* used? The clause *who is wise?*

A word, a phrase, or a clause used to modify a noun is an *Adjective Modifier.*

Point out the adjectives and the adjective phrases and clauses in the following sentences:

The house on the hill is silent. The man that was present has gone. The man of action will accomplish much. The request of André was noble. The minister that married the couple visited the father of the bride. We saw the train that brought the good news. The request that André made was not granted.

Make two original sentences each containing an adjective phrase; two each containing an adjective clause.

99. THE FOUR SUNBEAMS.

Four little sunbeams came earthward one day,
Shining and dancing along on their way.

One sunbeam ran in at a low cottage door,
And played "hide and seek" with a child on the floor.

One crept to a couch where an invalid lay,
And brought him a dream of the sweet summer day.

One stole to the heart of a flower that was sad,
And loved and caressed her until she was glad.

And one, where a little blind girl sat alone,
Not sharing the mirth of her playfellows, shone. — *M. K. B.*

I. Where did the first sunbeam go? Whom did it meet? What happened? Where did the second one go? What did it do? Describe the kind of day the sunbeam made the invalid think of. Where did the third sunbeam go? Why was the flower sad? How did the sunbeam make her glad? Where did the fourth go? What did it do? Which one of the sunbeams did the best?

II. Write an account of the adventures of the four sunbeams.

III. Write an account of a real or imaginary act of kindness received by a child shut up in a sick-room.

IV. Tell in writing how and when a child carried sunshine into the life of another person.

THE ADVERB.

V. Examine the following sentences:

The girl sang sweetly.
The very little girl sang quite sweetly.

What part of speech is *sang?* By what is it modified in the first sentence? (By the word *sweetly*.)

A word used to modify a verb is an *Adverb*.

What part of speech is *little* in the second example? (An adjective.) By what is it modified? (By the word *very*.)

A word used to modify an adjective is an *Adverb*.

What part of speech is the word *sweetly?* (An adverb.) By what is it modified in the second sentence? (By the word *quite*.)

A word used to modify an adverb is an *Adverb*.

An *Adverb* is a word used to modify a verb, an adjective, or an adverb.

Point out the adverbs in the following sentences, and tell what each modifies:

The river flowed rapidly. The sunbeam quietly comforted the little blind girl. We went out very carefully. Slowly and

silently we laid him down. The very difficult lesson was learned quickly. The exceedingly interesting game was played well.

Make five sentences each containing two adverbs.

100. REVIEW.

I. Use the correct word in each of the following:

The boy could not be learned (or taught) grammar. The man has become (or became) very ill. The searchlight shone (or shined) in the darkness. I heard that he done (or did) good work. The soldiers come (or came) last week. The bell rang (or rung) at 8 o'clock.

Write the following from dictation:

"I know," said Alexander, "that if you would only give me leave to try, I could manage this horse better than any one else can."

Hats off!
Along the street there comes
A blare of bugles, a ruffle of drums,
A flash of color beneath the sky.
Hats off!
The flag is passing by!

II. Note the following sentences:

BOY. *"May I carry your satchel?"*
MAN. *"You* **may.** *But it weighs fifty pounds.* **Can** *you?"*
BOY. *"I* **can.** *Yesterday I carried one weighing sixty."*

May either asks for permission or grants it.
Can either asks in regard to ability or declares it.

Insert *may* or *can* in the following:

The boy said, "_____ I go fishing?" "Mother, I _____ climb the ladder," said the child; "_____ I?" _____ you understand this lesson? _____ I have the book? You _____ when Frank is through with it. You _____ go Saturday if you _____; you are too weak now.

Turn to the poem on pages 218, 219, and give the exact meaning of *can* in each of its four uses and of *may* in its single use.

Write three original sentences using *may* correctly, and three using *can* correctly.

III. Insert the necessary punctuation and quotation marks, and account for the capitals in the following:

Good-by daisy pink and rose
And snow-white lily too
Every pretty flower that grows
Heres a kiss for you

Nay said the outlaw chief we did but half the work at most Take of the spoil what may reward your own labors and followers

I am rich enough to reward them from mine own wealth answered Cedric

And some said Wamba have been wise enough to reward themselves They do not march off empty-handed

IV. Complete the following story:

The express wagon stopped in front of the house of Mr. Richards.

"Does King Richards live here?" asked the driver, when the door was opened.

An express package for King! And he was only ten years old!

How King's eyes did open when he saw that splendid new bicycle, a birthday present from his Uncle Dick! It was just what he had been teasing for ever since he learned to ride, more than a year before.

Now he and his best friend Joe could take a ride into the country to Uncle Dick's farm!

THE ADVERB (*Continued*).

V. Examine the following sentences:

The boy stood in the street.
The boy stood where he could see the workmen.

What part of speech is the word *stood?* What modifies it in the first sentence? In the second?

Phrases and clauses may be used as adverbs.

Point out the adverbial phrase and clause modifiers in the following sentences:

They knelt before they fought. He went to the wedding. The house stood on a hill. The steamboat started when the signal was given. The enemy fought with courage. The child was frightened by the explosion. We went to the place where André was captured.

Write two sentences each containing an adverbial phrase modifier, and two each containing an adverbial clause modifier.

LETTERS.

101. BUSINESS LETTERS.

I. Compare the form of the following business letter with that of the friendly letter on page 149:

Brookville, Jefferson Co., Pa.,
July 8, 1903.

Messrs. Beggs and Boyd,
600 Federal St.,
Cleveland, O.

Gentlemen: — I inclose post office money order for nineteen and $\frac{50}{100}$ dollars ($19.50), in payment of your bill of the 1st inst.

Respectfully yours,
James S. Wise.

You discover that there is in this letter a part that is not in the form used for friendly letters. This is called the **Address.** It is customary to place at the beginning of a business letter, just above the salutation, the name and address of the person (or firm) to whom one is writing. The same thing should be done in friendly letters of importance.

To what firm is Mr. Wise writing? At what address? What, then, is the "address" in the above letter? What is the heading? What is the salutation? The closing phrase? The signature? The body of the letter? Of how many parts does a busi-

ness letter consist? Of these parts which one is often omitted in a friendly letter?

The address at the beginning of a letter should correspond exactly with the address placed on the envelope.

A woman writing a business letter should write her signature like this:

(*Miss*) *Alice Wise* (if she is unmarried).
Alice Wise
(*Mrs. James S. Wise*) } (if she is married).
(*Mrs.*) *Alice Wise* (if she is a widow).

Address an envelope for the above letter. Write a letter from Beggs and Boyd to Mr. Wise, acknowledging the receipt of his inclosure, thanking him for it, and soliciting further orders. Use the complete business form. Use proper abbreviations, capitals, and punctuation. Address an envelope for the letter you have written.

II. Write a letter to a paper published in your city or county, inclosing one dollar to pay for sending it to you for one year. Mention the date at which the subscription is to begin.

III. Write an order to your grocer for seven different articles, — butter, coffee, ham, oatmeal, tomatoes, milk biscuit, and cheese, — stating how much of each you wish.

IV. Write a letter to Gilkison and King, 20 Anderson St., Pittsburg, Pennsylvania, ordering 250 bushels of coal to be delivered to Jonathan A. Frank, 1906 Ferry Avenue, Allegheny.

THE PREPOSITION.

V. Note the following sentences:

The troops marched towards the station.
The boy stood in the street.
The book is on the desk.

Cover the word *towards*. What connection is there now between *marched* and *station?* (None.) Then what does the word *towards* do? (Connects.)

What does the word *towards* show? (The direction of the march.)

What does the word *in* show? (The position of the boy in regard to the street.)

We call these ideas of direction and position *relations*. There are also many other relations.

We have seen that such words as *towards* connect and show relation.

A word used to connect and show relation is a *Preposition.*

The noun or pronoun which is connected by a preposition to a preceding word is called the **Object** of the preposition.

The object of a preposition is in the objective case.

The forms of the personal pronoun that are used after prepositions are *me*, *us*, *you*, *him*, *her*, *it*, *them;* as, *We went with* **them**; *He came for James and* **me.**

CAUTION. Be especially careful never to use the word *I* as the object of a preposition.

Point out the prepositions in the following sentences:

The children shouted for joy at the sight of their grandpa. William went by rail from Boston to New York. John came by water to the city.

Ring out the grief that saps the mind;
Ring in redress for all mankind. — *Tennyson.*

"I'll bite this basket of fruit," said he;
"This costly pitcher I'll burst in three."

Use the following words in sentences as prepositions, following them with personal pronouns:

About, above, at, before, behind, between, by, from, into, under.

Using the personal pronoun referring to yourself, fill the following blanks:

He spoke to John and _____. He bought a book for Mary and _____. Papa wrote a letter to Henry and _____. The secret must be between you and _____. Mamma is going to the park with James and _____. Mother bought a new swing for sister and _____.

102.

I. Write an application to the Westinghouse Machine Company, Pittsburg, Pa., for a position in one of their offices, telling them how old you are, and what you can do. Refer to gentlemen for whom you have worked, or who know you.

II. Write a letter to the Second National Bank, Altoona, Pa., where you have worked, asking for such recommendation as they feel justified in giving you.

III. Write to W. G. Johnston, 210 Main St., Jamestown, N.Y., asking for a catalogue of cameras.

IV. Write a letter to your friend John Perry, inviting him to take dinner with you next Tuesday, stating hour and place; also inviting him to go with you after dinner to Concordia Hall to hear Dr. Twist lecture.

THE CONJUNCTION.

V. Note the following sentences:

John and James walk and talk.
The girl likes to read and to write.

How is the word *and* used? (To connect.)

A word used simply to connect is a *Conjunction.*

A conjunction may connect words, phrases, or clauses. Conjunctions may also join two or more sentences into one.

Point out the conjunctions in the following sentences, and tell what each connects:

William and Mary ruled in England. The ladies came at eight and went at nine. Boys like to run and to play. Henry sat under a tree and listened. I will go but you must stay. He will play if you ask him. He came that we might know the truth of the affair. You must go or the men will be disappointed. Shakespeare and Milton were great poets.

103.

I. Write John Perry's answer accepting an invitation to dinner.

II. Write John Perry's reply declining the invitation, giving his reasons for so doing, and stating how much he regrets not being able to come.

III. Using his exact address, write a letter to a friend, asking him to lend you a book, giving the exact title of the book you wish.

IV. Write a letter to your uncle, asking what kind of time he had New Year's, and telling him what an enjoyable holiday season you had visiting friends.

THE INTERJECTION.

V. There are certain words that we use to show joy, surprise, disgust, or other emotion. Thus, **Hurrah!** *We have won!*

Such words as *Hurrah* are **Interjections.**

Write ten sentences, using the following words as interjections:

Hurrah, alas, shame, oh, whoop, bah, ah, ho, pshaw, ouch.

104.

I. In a letter to a friend, describe a game you saw some girls play.

II. Write a letter describing the appearance of a man you have seen. Give his height, weight, color of hair, eyes, and clothes, and style of features. Add any unusual details.

III. Write a letter to a person who helped you do some work, thanking him for his kindness and offering to help him when he is in need of assistance.

IV. Answer an advertisement for a boy to do general office work. Give your name, address, preparation, and experience.

REVIEW.

V. Tell what part of speech each word is in the following:

"I once was a beggar boy,
And lived in a cellar damp,
I had not a friend nor a toy,
But I had Aladdin's lamp."

"Halt! Give the countersign!" said the soldier.

"The curfew tolls the knell of parting day,
The lowing herd winds slowly o'er the lea;
The plowman homeward plods his weary way,
And leaves the world to darkness and to me."

105.

I. Write to Brown & Company, 100 State Street, Columbus, Ohio, asking them for a position as saleswoman in their book department, giving your experience in that work and your preparation for it.

II. Write Mr. Thomas Johnston, a carriage manufacturer living at 230 Oneida St., Syracuse, New York, asking him on what conditions he will take an apprentice to learn the trade.

III. Write Mr. Johnston's reply to the above letter,

stating that at present he is unable to take any more apprentices, but that he may need another in about a year.

IV. Write a letter to Jones & Dawson, 900 Liberty Avenue, Philadelphia, Pennsylvania, canceling an order for dry goods on account of the unreasonable delay in filling it.

V. Use the principal parts of the following verbs in original sentences:

Wring, beat, burst, blow, catch.

REVIEW.

What is a noun? A common noun? A proper noun?

What nouns are of the masculine gender? Feminine gender? Neuter gender? In what way do nouns denote the sex of objects? Give examples.

What do nouns in the singular number show? Nouns in the plural number? How is the plural of nouns usually formed? When do we add *es* to form the plural?

When is a noun in the nominative case? (See page 169.)

Give an example of a single phrase used as a noun in the nominative case; of two connected phrases; of

a clause; of two or more connected clauses. (See pages 101, 104, 118, 120.)

Write a sentence containing a noun used as an attribute complement. (See page 144.)

When is a noun in the possessive case? What is the sign of the possessive case? How is the possessive case of nouns formed?

When is a noun in the objective case? (See pages 172, 229.)

Write a sentence containing a noun used as an object complement; containing two connected nouns used similarly; a phrase; two connected phrases; a clause; two connected clauses. (See pages 150, 151, 154, 155, 157.)

What is a pronoun? A personal pronoun?

What is a verb?

What is an adjective?

What is an adverb?

Write a sentence containing a word used as an adverb; containing two connected words used similarly; a phrase used as an adverb; two connected phrases; a clause; two connected clauses. (See pages 222, 225.)

What is a preposition? Give examples.

What is a conjunction? Give examples.

State the difference between a preposition and a conjunction.

What is an interjection? Give examples.

Name all the parts of speech in "The Flag Goes By" (pages 205, 206).

COMMON IRREGULAR VERBS.

The following irregular verbs are referred to in various lessons in this book. Only the forms in common use are given.

PRESENT.	PAST.	PAST PARTICIPLE.
Am (Be)	Was	Been
Beat	Beat	Beaten
Become	Became	Become
Begin	Began	Begun
Bet	Bet	Bet
Bid	Bade	Bidden
Bite	Bit	Bitten
Blow	Blew	Blown
Break	Broke	Broken
Bring	Brought	Brought
Build	Built	Built
Burst	Burst	Burst
Catch	Caught	Caught
Come	Came	Come
Do	Did	Done
Draw	Drew	Drawn
Drink	Drank	Drunk
Drive	Drove	Driven
Eat	Ate	Eaten
Fall	Fell	Fallen
Fly	Flew	Flown
Forget	Forgot	Forgot
Go	Went	Gone
Grow	Grew	Grown
Hide	Hid	Hidden
Know	Knew	Known

PRESENT.	PAST.	PAST PARTICIPLE.
Lay	Laid	Laid
Leave	Left	Left
Let	Let	Let
Lie	Lay	Lain
Mean	Meant	Meant
Ride	Rode	Ridden
Ring	Rang	Rung
Rise	Rose	Risen
Run	Ran	Run
See	Saw	Seen
Shake	Shook	Shaken
Shine	Shone	Shone
Sing	Sang	Sung
Sit	Sat	Sat
Speak	Spoke	Spoken
Swim	Swam	Swum
Take	Took	Taken
Teach	Taught	Taught
Tear	Tore	Torn
Think	Thought	Thought
Throw	Threw	Thrown
Wear	Wore	Worn
Wring	Wrung	Wrung
Write	Wrote	Written

PRINCIPLES OF COMPOSITION.

TO THE TEACHER. The following summary, which includes only principles that should be emphasized, is intended to be used for the marking of written exercises. On the margin opposite an error, the teacher places the number of the principle violated. After reading the principle, the pupil must discover the error he has made, and must correct it, preferably with a pencil or ink of a color different from that with which the exercise is written.

Much of this work should be done with exercises copied on the

blackboard, each pupil in the class being required to correct every error indicated. As often as time permits, all exercises written for a given lesson should be marked by the teacher, returned to the pupils for correction, and examined a second time to see that the corrections are properly made. The teacher should regularly mark and return at least four or five papers selected from each set written, in order to make the pupils more careful.

The following paragraph shows concretely the method suggested:

	1
A kind act.	*2b*
As I was coming through the allegheny parks	*5d*
one day i noticed a large, " Newfoundland " dog	*5g–8–3a*
standing near a pump, lookin longingly at it.	*4*
a little girl with some Books under hir arm	*5a–3b–4*
stopped beside the dog and pumped him a cool	*20a*
drink of water When the dog had had enough	*6a*
he licked her hand and, looking up into face, he	*25*
seemed to try his best to thank her after patting	*6a–5a*
his head for a moment she went on her way.	

As an introductory exercise, children may be asked to correct the errors indicated in the above paragraph. Most of these principles may be used from the beginning, even before they have been formally studied.

Rules of Composition.

1. Write your name at the top of the first page of each written exercise, preferably to the right.

2. (a) About two inches from the top of the first page write a title. (b) Begin its important words with capitals. (c) Underscore it with three lines. (d) Leave an even margin of half an inch or more at each side of written work. (e) Begin the first line of each paragraph about half an inch from the margin.

3. Avoid unnecessary (a) punctuation marks, including quotation marks and the apostrophe, (b) capital letters, and (c) italics.

4. Spell correctly.

5. Begin with a capital letter (a) every sentence; (b) every direct quotation; (c) every name of the Deity, but not pronouns referring to these names; (d) every proper name and proper adjective; (e) the principal words in titles of office or respect, in titles of books and poems, in headings of chapters, in names of companies, etc.; (f) the first word of each line of poetry; (g) *I* when used as a word.

6. Use a period (.) (a) at the end of a declarative or imperative sentence; (b) after an abbreviation; (c) after *yes* and *no* when used alone; (d) after initials.

7. Use an interrogation point (?) after direct questions.

8. Never use a comma unless its presence will add to clearness.

9. Use a comma (,) (a) to set off the name of a person addressed; (b) before a direct quotation and to set off words that divide a quotation; (c) after *oh,* and usually after *yes* and *no* when not used alone; (d) after each word or expression in a series except the last; (e) to separate two complete statements united by *and, but,* or a similar word.

10. Inclose in quotation marks (" ") (a) the exact words of another included within your own writing ; (b) the names of books, of poems, of newspapers, etc.

11. (a) Use the apostrophe with *s* ('s) when writing the possessive form of the noun, except when the noun is plural and ends in *s.* (b) When the noun is plural and ends in *s* use the apostrophe only (') in writing the possessive form. (c) Use the apostrophe to show the omission of a letter or of letters belonging to a word. (d) Do not use the apostrophe with *ours, yours, hers, its,* and *theirs.*

12. Use a hyphen (-) at the end of a line, *after* a

syllable, when part of the word must be written on the next line.

13. Use short sentences. Make two or three sentences out of a single long one.

14. Use simple words.

15. Use words in their proper meaning. See p. 75 for *to, too,* and *two;* p. 77 for *in* and *into;* p. 78 for *their* and *there;* p. 79 for *lie* and *lay;* p. 80 for *love* and *like;* p. 175 for *shall* and *will.*

16. Avoid slang.

17. Avoid abbreviations, contractions, and corrupt forms of words. Never use *ain't.*

18. Use *is* and *are* properly. (P. 89.)

19. (a) Do not use the past participle instead of the past tense. (b) Use verbs in the proper tense.

20. (a) Place adjectives where they must modify the word desired. (b) Use *a* before a consonant sound and *an* before a vowel sound. (P. 71.)

21. Place adverbs near the words they modify.

22. Do not use adjectives for adverbs or adverbs for adjectives.

23. (a) Use the nominative form of the pronoun as the subject of a sentence. (b) Use the objective form of the pronoun as an object complement or the object of a preposition.

24. Punctuate and capitalize as shown in the perfect letter form, pp. 149, 226. Do not omit any parts of the letter form.

25. Do not omit necessary words.

26. Omit unnecessary words.

27. (a) A paragraph should deal with one definite part of a subject. (b) A sentence should include only closely related thoughts.

28. Make your sentences express exactly your meaning.

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